DOCUMENT RESUME

ED 277 378 IR 051 719

AUTHOR	Clark, Collin, Ed.
TITLE	LSCA Final Reports: Third Series.
INSTITUTION	California State Library, Sacramento.
SPONS AGENCY	Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE	86
NOTE	119p.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Community Services; Federal Aid; *Library Cooperation; *Library Networks; *Library Services; Library Technical Processes; Literacy; Local History; *Outreach Programs; Position Papers; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Libraries; Referral
IDENTIFIERS	*California; *Library Services and Construction Act

ABSTRACT

This document includes final summary reports from 16 recent federally funded Library Services and Construction Act (LSCA) projects in California. This volume covers generally the period 1984-85, and reports are presented in six subject areas: programs for children, information and referral projects, institutional services, literacy, local history, and technical support. The following projects are described: (1) Leading to Reading, Contra Costa County Library; (2) Pre-School Agencies Cooperative Team (PACT), San Bernardino County Library; (3) Library Child Care Link II, South Bay Cooperative Library System; (4) Performing Arts, Libraries and Schools--Partners Advocating Library Services (PALS), South State Cooperative Library System; (5) County-Wide Information and Referral, Kern County Library; (6) Rural Information Access, San Joaquin Valley Library System; (7) Small Business Information and Referral File, Stockton-San Joaquin County Public Library; (8) State Hospital Librarians Workshop, Atascadero State Hospital Library; (9) Libraries Are Survival and Employment Resource Centers, California State Department of the Youth Authority; (10) Robert K. Meyers Boys Ranch Library, Tulare County Free Library; (11) Literacy for Every Adult Project (LEAP), Richmond Public Library, (12) Adult Literacy Project at San Mateo Correctional Institutions, San Mateo County Library; (13) Heritage Articulation Program, Modoc County Library; (14) Cooperative Local History Project, Riverside City and County Public Library; (15) Serials Access Project, Metropolitan Cooperative Library System; and (16) Coordinated Cooperative Collection Development, North Bay Cooperative Library System. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

LSCA Final Reports: Third Series

ED277378

California State Library
Sacramento, 1986
Gary E. Strong, State Librarian

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Collin Clark

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR051119

BEST COPY AVAILABLE

LSCA Final Reports: Third Series

Final summary reports from recent federally funded Library Services and Construction Act projects in California awarded by the California State Librarian.
1986.

Edited by Collin Clark, Federal Program Coordinator
Library Development Services Bureau
California State Library
1001 Sixth Street, Suite 300,
Sacramento, CA 95814

This publication is supported in part by the U.S. Office of Library Programs, Department of Education, under the provisions of the Library Services and Construction Act.

Contents

PROGRAMS FOR CHILDREN

7 Contra Costa County Library
Leading to Reading

11 San Bernardino County Library
Pre-School Agencies Cooperative Team (PACT)

23 South Bay Cooperative Library System
Library Child Care Link II

32 South State Cooperative Library System
Performing Arts, Libraries and Schools: Partners Advocating Library Services (PALS)

INFORMATION & REFERRAL

42 Kern County Library
County-Wide Information and Referral

46 San Joaquin Valley Library System
Rural Information Access

54 Stockton-San Joaquin County Public Library
Small Business Information & Referral File

INSTITUTIONAL SERVICES

59 Atascadero State Hospital Library
State Hospital Librarians Workshop

65 California State Department of the Youth Authority
Libraries Are Survival and Employment Resource Centers

69 Tulare County Free Library
Robert K. Meyers Boys Ranch Library

LITERACY

82 Richmond Public Library
Literacy for Every Adult Project (LEAP)

88 San Mateo County Library
Adult Literacy Project at San Mateo Correctional Institutions

LOCAL HISTORY

92 Modoc County Library
Heritage Articulation Program

100 Riverside City and County Public Library
Cooperative Local History Project

TECHNICAL SUPPORT

105 Metropolitan Cooperative Library System
Serials Access Project

112 North Bay Cooperative Library System
Coordinated Cooperative Collection Development

Introduction

These reports on projects in California funded under the federal Library Services and Construction Act (LSCA), administered by the California State Librarian, are excerpted but published as received, without editing beyond a uniform first page. Some projects reported at length, others provided the bare minimum. The Summary Report Form)LSCA9) is primarily narrative and allows for subjective opinion of how well a project succeeded as well as more objective evaluation of goals and objectives.

This volume does not correspond to a single LSCA award year, but covers generally the period 1984/85. Arrangement of the reports is by subject nature of the project, rather than by chronology or alphabet. Further reports will be published approximately every other year.

It is hoped that reading of these reports will give the library community, and state and federal government officers, a better idea of how LSCA funds are improving library service to Californians. Seeing how these projects describe their successes and disappointments should aid present and future LSCA projects in carrying out their objectives to better effect and in improving the report process itself.

California Library Systems

1. North State Cooperative Library System NSCLS
2. North Bay Cooperative Library System NBCLS
3. Mountain-Valley Library System MVLS
4. Bay Area Library and Information System BALIS
5. 49-99 Cooperative Library System
6. Peninsula Library System
7. Monterey Bay Area Cooperative Library System MOBAC
8. South Bay Area Reference Network
9. San Joaquin Valley Library System
10. Inland Library System
11. South State Cooperative Library System
12. Black Gold Cooperative Library System
13. Metropolitan Cooperative Library System MCLS
14. Santiago Library System
15. Serra Cooperative Library System

PROGRAMS FOR CHILDREN

Contra Costa County Library

Leading to Reading

Total project period: October 1, 1984 - December 31, 1985

Project Director: Nadine Williams

Contra Costa County Library
1750 Oak Park Blvd.
Pleasant Hill, CA 94523
Tel. (415) 944-3423

Literacy awareness programs were conducted at day care centers, hospitals and with parent-infant education groups in the county.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits				24,050
b. Materials: books and other print formats				2,950
c. Materials: audiovisual formats and microforms				2,000
d. Contract services				0
e. Other operating expenses				27,300
f. Equipment other than audiovisual				0
g. Equipment: audiovisual				0
h. TOTAL				56,300

10. Project accomplishments.

Both objectives of Project Leading to Reading were met and surpassed.

1. To present a storytime to 1000 children age 2 and under at selected branch libraries and home daycare facilities.
   Final Status: Monthly home daycare visits, library toddler times, Reading Fair presentations for Contra Costa Reading Association -- Total 2000+
2. To educate 3000 parents of children age 2 and under in the benefits and techniques of early exposure to literature and the public library. Final status:
   a. 2500 families total have received the newborn kit
   b. 500 parents and daycare providers receive monthly newsletters
   c. 250 pediatric kits have been distributed
   d. 400+ in attendance at Infant/Toddler Fair in June
   e. 120 families in attendance at Parent Workshop in March
   f. various talks to parent groups and education classes throughout the year
   g. press articles in Contra Costa Times (3), San Ramon Valley Herald, and Parent Connexion.

   Total 5000+

Additional activities:

1. Development and publication of a calendar for parents of newborns to aid in developing language the first year.
2. 280 newborn kits mailed to various cities in the USA, Canada and Australia

11. Continued services.

Various parts of Project Leading to Reading will continue.

1. A committee of representatives from the Contra Costa County Reading Assoc. and Library System will take over the correlation of the newborn language packets and distribute them to participating hospitals.
2. Eleven branch libraries will continue to offer toddler times using and expanding on the various ideas implemented by Leading to Reading.
3. Nadine Williams, Coordinator of Children's Services, will continue publication of the newsletter on a bi-monthly basis.
4. An information fair for parents of infants and toddlers will be sponsored by the Contra Costa County Library System. This will be the second year for this event.
5. The Library's Coordinator of Children's Services and the Contra Costa Children's Council will distribute language information packets to newly licensed home daycare providers.
6. The current children's library budget will be augmented to allow purchase of infant and toddler books and materials on a continuing basis.

One area that will not continue will be the monthly visits by a storyteller to the home daycares. This would have required a new staff position that the Library was unable to achieve.

12. Sharing information.

Project Leading to Reading became quite visible on a local, state, national and global level.

I. Local publicity:

1. Various news articles by local papers
2. Monthly newsletter to 500+ residents
3. Service to be continued by an Information Fair for parents of infants and toddlers
4. Service to be continued by various talks to parent and student groups
5. 250 adult library cards issued as a result of the newborn kit

II. State, national and international publicity:

1. Library Journal published articles on Leading to Reading in February and June of 1985. 250 kits have been mailed to various cities in the U.S.A., Canada and Australia
2. Three articles in Contra Costa County Library Link
3. Presentation of grant at CLA Convention in November
4. Inquiries have been made to publish the calendar developed by Leading to Reading by various state library systems. A handbook and photo-ready copies of some of the grant materials are still in process, to be completed by Nadine Williams, Coordinator of Children's Services. This will be available in the spring of 1986.

13. Subjective evaluation....by Project Coordinator

Project Leading to Reading has been quite a successful LSCA grant. As coordinator, I have enjoyed directing my creative energies into materials development to enrich library storytimes and aid in parent/provider education. The development of an infant calendar was a product that many libraries throughout the United States have asked for permission to reproduce and distribute. Our local hospitals were very pleased with the quality of the infant kit and will continue to support our distribution efforts.

I enjoyed working with daycare providers and know they benefitted from the presentations and materials developed for them.

In the area of infant kit distribution, we were unable to provide for west county in the manner of the other hospitals. The City of Richmond is not part of the Contra Costa County Library System. Brookside Hospital, the only hospital in west county with obstetric services, would not distinguish between Richmond and non-Richmond patients. Therefore we distributed the infant kits through the west county libraries. This alternative was satisfactory but failed to distribute large quantities of materials. The Contra Costa Reading Association has a strong membership in Richmond and will start distribution of infant kits at Brookside for the 1986 year.

In the area of parent/daycare education, the monthly storytelling visits were quite successful. It would be beneficial for the library system to have a full-time storyteller on the staff to provide visits, create materials, add to the newsletters and in general add to the library's outreach in the community. I realize lack of funding

(continued on pg. 3a)

Use additional pages for any section, as necessary.

14. Signature [signature]

9

13. continued

makes this impossible, but with the growing infant/toddler population this service could generate new interest in the library system.

The LSCA forms for the quarterly reports were vague as to format. I would have liked to have had an example of a well organized report to model. I felt my reports were concise and well structured but I had nothing to compare them to.

I am very pleased with the overall outcome of Project Leading to Reading and feel we have made an impact in Contra Costa County which will continue in the future.

Attached you will find completed evaluation forms from participating hospitals and daycare homes. Their response shows their enthusiasm as well as their need for continued service.

Subjective evaluation...by Coordinator of Children's Services

I, too, feel that Project Leading to Reading was an enormous success. One of its most satisfying aspects was the provision of regular in-service workshops for children's librarians which were rich in both materials and program content. The major failure, as Ms. McCombs has also commented on, was the inability to create a permanent coordinator position to carry on the good work begun with home daycare providers. This community really needs to provide this kind of in-home training.

When I look back on the planning process, I am astounded at the variety of activities which were encompassed. In many ways, it was too much; and if I were doing this again, I'd narrow the focus to either the hospital or the home daycares, but not both. The project was successful as planned primarily because of the enormous talents, energy and expertise of its project coordinator.

As to the State Library administration of the grant process, I remain slightly confused about the role of its consultants. When asking direct questions of some of them in preparing the grant application, I was often referred to a page number in the manual rather than a direct answer. Aren't they allowed to give direct answers? Why not? However, their aid was generally very useful and the personal visit enormously helpful. All in all, I am very happy with the State's participation in, and the community response to, a project which could not easily have been achieved without outside funding.

PROGRAMS FOR CHILDREN

San Bernardino County Library

Pre-School Agencies Cooperative Team (PACT)

Total project period: 1983 - 1985

Project Director: Renee Lovato

San Bernardino County Library
104 W. Fourth St.
San Bernardino, CA 92415
Tel. (714) 383-2134

Parent workshops and reading readiness programs for pre-school children were conducted in cooperation with civic agencies.

1983-84, 1984-85 Combined	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	99,778		47,236	147,014
b. Materials: books and other print formats	17,024			17,024
c. Materials: audiovisual formats and microforms	n/a			
d. Contract services	n/a			
e. Other operating expenses	23,500		1,414	24,914
f. Equipment other than audiovisual	n/a			
g. Equipment: audiovisual	6,198			6,198
h. TOTAL	146,500		48,650	195,150
				390,300

10. Project Accomplishments

Overall, the Preschool Agencies Cooperative Team of the San Bernardino County Library fulfilled its primary goal to increase the general literacy level in the target areas to ensure greater success in primary school reading and to further ensure a positive attitude toward reading and libraries. This project provided impetus for its continuation as an element of service provided by the San Bernardino County Library system. Avenues to reach little-served areas of the community have been explored with practical results which will effect new patronage county-wide -- particularly of preschoolers and their caregivers.

READING INCENTIVES were games to be chosen, distributed and used. These were employed during the summer, recently, in the branches of Rialto, where 18 participated; Bloomington, 10 participants. Fontana utilized its own incentive game, "Read-to-me" so as not to have a conflict with an already existing summer game. Additional incentives, such as tickets for prizes and entrance to poster contests, were offered to the bookmobile's preschool patrons. EXHIBIT I

GRANT APPLICATIONS were submitted to numerous foundations. All responses noted some particular reason why funds were not available or why PACT did not qualify. A sampling of those responses is available for perusal. EXHIBIT II

DONATION SOLICITATIONS were sent out. We did receive useful numbers of books to be distributed to PACT patrons. Certificates of Appreciation were sent to these donors -- including, "CAROLRHODA" and the "CALIFORNIA BOOK FAIRS INC., the most recent donors. A list of additional donors is available, including those who offered monetary donations. EXHIBIT III

PACT-KITS were formulated to meet the pre-reading needs of the preschooler. Current status reflects 10 KITS at Rialto, 8 at Bloomington and 6 at Fontana, Colton is retaining 9. The KITS charged to the Bookmobile will now be distributed to requesting branches of the system from the PACT office. In the past quarter, 92 children and their parents checked out a kit from a local library. Fifteen teachers borrowed KITS for their classroom use -- reaching the even larger number of 375 children. The Bookmobile circulated its 12 KITS to another 25 children and their parents, while teachers used the KITS with over 600 children. EXHIBIT IV

BOOK/CASSETTES and FILMSTRIP/CASSETTES have been used extensively in this project. Book/cassettes were a favorite among preschool patrons, while the filmstrip/cassettes circulated widely among professionals. These will now be processed for circulation and available to those requesting. An annotated list is being developed to aid in the selection process by community professionals and library staff. We have been fortunate that loss and damage were kept to a minimum. EXHIBIT V

BOOKMOBILE service was continued at selected sites through September 25, 1985. The Friday trips were dropped at the end of August, while visits continued in September on Mondays, Tuesdays, and Wednesday. The sites were very supportive and were saddened to see PACT services come to an end. An awning was purchased and installed to make service on rainy or sunny days more comfortable. EXHIBIT VI

DIAL-A-STORY has undergone expansion of its service area. The entire County will have access to a FREE number to call -- with the exception of Needles, Big Bear Lake, Grand Terrace, and Trona. The DIAL-A-STORY centers at Barstow, Victorville, Yucaipa, Lake Arrowhead, Rancho Cucamonga and Yucca Valley, in addition to San Bernardino Administrative offices, present stories recorded

by local area staff and volunteers. This brings the listener to recognize the name and voice of the reader. In turn, this can lead a child to the local local library to meet his favorite storyteller as well as to borrow a favored story or book. EXHIBIT VII

PROFESSIONAL JOURNAL ARTICLE is another goal which will be met. An article will be presented for publication in one of four journals contacted. Correspondence was begun before the current director's arrival with American Libraries, School Library Journal, Horn Book and Library Journal. The outline and rough draft are developing and the finished piece will be ready in 4-6 weeks for submission. Publication will be some time after December, 1985. A copy will be provided for addition to this report when available. EXHIBIT VIII

ADVISORY BOARD MEMBERSHIP fluctuated with the addition of eight members and the loss of four during the past year. This, combined with the changing directorships and lack of a coordinator for nearly a year, created an interval of enervation. Fortunately, a small core of active members devoted much time and expertise to facilitate the achievements of PACT. EXHIBIT IX

FOUR WORKSHOPS were presented during the grant year of 1984-85. Geared to the interest of children or their providers, these met with good attendance. These were not video-taped due to the unavailability of equipment. EXHIBIT X

VISION SCREENING was provided at selected Preschool sites and the Fontana Branch Library. California/Hawaii Elks offered this service during the second week of September. Due to high response, another date was set in October to test the 45 remaining children. Of the 160 who were first tested, 21 notes to parents were written directing them to have the children tested again in 6 months to note any developing problems. Ten children were found

to have vision problems requiring the immediate attention of a physician. These 10 families were personally contacted by the current PACT director. to assure care was available to them. Most had Med-i-Cal and were only in need of a doctor accepting Med-i-Cal for payment -- such an office was located in the area. Some had private doctors and had no problem, only one family was at a loss to afford the care needed. By contacting the Rialto Kiwannis Club, PACT was able to connect them with a free service. Additional pamphlets were provided by the Elks and are available for perusal.

EXHIBIT XI

11. CONTINUED SERVICES

THE PRESCHOOL AGENCIES COOPERATIVE TEAM will continue to encourage services to the child from birth to age five throughout the San Bernardino County Library system. Parents, teachers and professional care-givers will be included in the future purview of this agency. The County Library has incorported the funding needs into its regular budget items. Though this cannot equal previous funds, the support services are available. The addition of the PACT Project Director as a regularly funded position attests to the intention to carry on the goals and aims of PACT by: 1) Increasing the number of programs for pre-school children, emphasizing reading skills; 2) Cooperative training of parents, educators, and library students in reading incentive activities; 3) Providing pre-reading readiness experiences to pre-school children; 4) Working with agencies serving pre-school children to increae learning and reading skills.

BOOKMOBILE services will remain available to PACT at least one day per week. This will allow minimal services to daycare centers and other care-givers on an abbreviated schedule. Service can be extended from the Central Valley area to the West Valley of the county. Semi-annual stops with extensive presentations are planned at those sites involved. Presence at resource fairs can be anticipated. Service to the isolated areas of the inland valleys can be added.

DIAL-A-STORY has been expanded and new and innovative program ideas can be explored in the future. Background music and ballads are a recent addition receiving applause.

PRE-READING MATERIALS such as "Cuddle-books", board books, and quiet toys will be made available to each branch. These items are intended for in-house use and will provide an appropriate access to pre-reading items for toddlers. Additionally, parents will become familiar with items thought to be beneficial to their youngsters.

PACT KITS will continue to be developed and now distributed to all branches. Each Branch will have a minimum of two KITS to circulate and these will be rotated on a quarterly basis to maintain local interest levels. Staff will be encouraged to aid in developing theme KITS and submit their ideas for inclusion in the collection. Friends groups at each branch will be contacted for additional donations to assist with KITS costs.

BOOK/CASSETTES, FILMSTRIP/CASSETTES and availability of projectors will enhance programming to this age group. An annotated list of filmstrip titles will be developed and distributed. These will circulate through PACT offices to the branches for use by staff and local professionals. Direct mailing to preschools is under consideration.

VERTICAL FILES - pamphlet material will be compiled on parenting, child health and development and other professional aspects of Early Childhood Development. These will be copied if needed and distributed to all branches for public circulation. Flyers and news releases will publicize their use.

SPEAKERS BUREAU will be formed of professionals willing to present programs, workshops and in-service training for audiences of parents, professionals and the public at-large in libraries and other public places.

OVERTURES to daycare providers and other public relations activities will be made by both the PACT director and the staff of local branches to acquaint the local professionals with the services available to them. New memberships in professional organizations will open new avenues of communication and idea exchanges for the Project Director. EXHIBIT XII

REVIEW OF CURRENT PROGRAMMING for the toddler 18 months to 3 years throughout the system. This may include "On the Lap" storytimes; "Mom and me" or "My helper and me" crafts; sensory exercises and programming preschool visits or tours to the library to be introduced into regular scheduling.

SAFETY will be another new view at all branches. Safety plugs over outlets were recently installed to insure a safe environment. Additional ideas on safety and other services will be sought from Advisory Board Members, staff and the public.

ADVISORY BOARD needs to remain in an active status. A list of professionals throughout the county will be compiled. These individuals will be invited to membership on the board. Under consideration is a large board with additional "adjunct" positions. The meeting schedule will be reduced to quarterly meetings beginning January 24, 1986. Members who wish adjunct status would be asked to participate in one presentation/workshop per year as a commitment.

13. SUBJECTIVE EVALUATION

This project utilized innovative ideas to achieve pre-school literacy in the target areas of Bloomington, Rialto, Fontana and Colton. Pre-reading skills were enhanced for the select preschoolers of PACT's service sites. New interest in books was fostered and families became aware of library services and pre-reading activities they could employ.

Questionnaires were developed to guage the influence of PACT. The early questionnaire/evaluation form was deemed too broad and nebulous by the Advisory Board. Four new forms evolved in response to their concern: One aimed toward preschool directors; another to parents; a third was directed toward the children themselves and a fourth to staff of targeted libraries. These were distributed to four pre-selected sites. A letter to members of the Advisory Board sought evaluative response. Results were reviewed and summarized. There was enthusiastic support from preschool directors and teachers. Parents seemed supportive, though some constraints prevented them from regular library visits with their children. The library staff involved were supportive, but noted a lack of follow-though on visits to the library by the Bookmobile patrons of PACT. Response to the letter to Board Members was nil. EXHIBIT XIV

Subjectively, the current PACT director sees definite benefits reaped by individual students. The Bookmobile proved a useful tool in reaching both the public and pre-school sites. The Bookmobile visits filled a need for contact with the "library world." It did not foster enthusiasm for a distant library building. In some cases, transportation may have posed a problem or a busy work schedule could have hampered visitations. However, it is hard to imagine that a family with a Bookmobile stop at their apartment or at their child's preschool would feel a need to make the effort to visit a library - whether it is one mile or several miles away.

The introduction to the library by PACT in target areas brought attention to the many services available. It encouraged family participation in pre-reading. It is the future which will tell us if this contact has whetted appetites and nurtured readers.

Grant applications and donation solicitations proved useful. It could have been more effective with personal contacts and presentations to community groups to seek donations and a similar overture to nearby granting foundations.

PACT-KITS seem to be a major innovation Pre-reading skills are enhanced while a family necessarily learns to share the excitement of books and related toys and games based on a theme.

Book/Cassettes enhance pre-reading skills by encouraging a child to hold a book, look at words and pictures, turn pages and anticipate the development of a storyline. Though many were purchased, more are needed and should have received a higher priority.

Filmstrip/Cassettes also encourage reading by portraying popular children's books. The utilization of these was hampered by little access to a filmstrip projector by other than the selected library staff and a few professionals. Greater utilization of this equipment needed cultivation.

Dial-A-Story represents what can be accomplished on a shoestring when supported by the talents of an enthusiastic library staff and other volunteers. More publicity was warranted and should be effected in the future. Invitations to local celebrities asking their participation in Dial-A-Story is under current consideration to increase the listening audience.

Many elements of PACT are of value and each could have been presented to professional journals for publication with a greater audience reached. As PACT continues, this will be attempted.

The Advisory Board needed a larger core of interested members. This could have been an asset when staffing problems arose.

Ten workshops in the year was a rather large undertaking, especially considering the limited staff available for assistance. Four presentations seem a more realistic goal. If video equipment wasn't available, other film recording should have been attempted.

In-service training to library staff in dealing with pre-schoolers was not attempted. This left a serious void, since only two members of the entire system staff have had any background in the Early Childhood Development field. There are now plans to alleviate this problem through the continued service of PACT in the San Bernardino County Library.

Vision screening proved a most valuable element of pre-reading preparation. Additional sites to the four used in the community would have been a great benefit - both to children and to PACT. Hearing screening is another element that should have been explored. This leaves PACT with the added goal in the future to assist in these areas.

The goals of PACT were met on many levels. The lessons drawn from PACT while an LSCA grant will enlighten San Bernardino County Library as it extends this project. Offering the best in pre-reading readiness programs for preschoolers and their care-givers remains its function. Genuine encouragement that creates a yearning for books is at its heart. The enhancement of libraries and materials available for this endeavor leaves practical aspects to explore.

Preschool Agencies Cooperative Team earned ample success and proved its merits to the satisfaction of the County Library Administration. It can actualize new goals strengthened by the support and guidance of a regularly assigned staff and a new enthusiasm based on accomplishment. It has relied on LSCA during its formative years and is ready now to stand on its own.

PROGRAMS FOR CHILDREN

South Bay Cooperative Library System

Library Child Care Link II

Total project period: July 1, 1983 - September 30, 1985

Project Director: Susan Denniston

South Bay Cooperative Library System
San Jose Public Library
180 W. San Carlos St.
San Jose, CA 95113
Tel. (408) 294-2345

Literature and library services were promoted to primarily disadvantaged pre-school children in child care centers in Santa Clara County.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$ 123,058	--	$ 57,800	$ 180,858
b. Materials: books and other print formats	1,958	--	23,700	25,658
c. Materials: audiovisual formats and microforms	--	--	--	--
d. Contract services	41,237	--	2,600	43,837
e. Other operating expenses	--	--	--	--
f. Equipment other than audiovisual	--	--	36,000	36,000
g. Equipment: audiovisual	--	--	--	--
h. TOTAL	$ 166,253	--	$ 120,100	$ 286,353

10. (Continued)

4. Storytelling and exhibit booths displaying materials from LCCL II and SBCLS libraries were featured at the El Paseo de Saratoga Shopping Center Children's Faire. Materials were also exhibited at fairs and conferences of at least five other organizations during the LCCL II grant year.

5. The LCCL II Coordinator appeared twice on television to publicize the LCCL II project. The Project Outreach Specialist made a radio spot announcement and arranged several other radio and television public service announcements.

6. Articles about the LCCL II project also appeared in local newspapers: San Jose Mercury News; Kids Kids Kids (a monthly Santa Clara County parents newspaper); El Observador (a bi-lingual Spanish-English newspaper); the Santa Clara American; Evergreen Times and Cambrian News (district or city newspapers).

7. Presentations by the LCCL II Coordinator and other children's librarians were made at child care organization meetings and conferences.

D. In June, 1985, 48 people including SBCLS librarians and several pre-school and child care organization leaders attended a LCCL II sponsored "Publicity Workshop." Speakers included the LCCL II Project Outreach Specialist, a newspaper editor and a television public service director. Basic information on publicity methods was given and a "Publicity Booklet" was distributed to all participants.

E. In January and July, 1985, questionnaires were mailed to a random sample of home day care providers to determine pre- and post-project levels of awareness of library services and children's literature among home day care providers.

Seventeen percent of the January surveys were completed and returned. Of those respondents, 83% were aware of LCCL II and had received a LCCL II newsletter and 81% had obtained library cards..

In July, after supplementing completed mailed surveys with telephone surveys, 23% of the random sample answered the questionnaire. Virtually all of the providers contacted by telephone, and those who returned questionnaires by mail, favorably recognized the "LCCL II" and associated it with the Library Link newsletter and libraries. In July, 94% of the respondents had obtained library cards. Clearly, providers had become more aware of libraries and their services.

OBJECTIVE #2: To increase the skills of children's librarians in educating family care providers about children's literature and library services, SBCLS librarians will be trained at informative workshops and meetings.

A. Orientation Workshop:

Twenty-five children's librarians and five home day care organization leaders attended an "Orientation Workshop" in October, 1984 to gain information that would help them to work with home day care providers during the LCCL II project.

At the workshop, the LCCL II coordinator and a co-chairperson for the steering committee presented material about the LCCL project. Two leaders from child care organizations gave insight into the child care community.

As a result of the workshop, librarians were able to ask questions and exchange ideas concerning the best methods for inplementing the grant and how each of them would be involved. An audio-tape of the workshop was made and circulated to librarians who could not attend the workshop. Attendees were quite positive in their evaluations of the workshop.

10. (Continued)

B. Target Librarian Meetings:

Children's librarians from nine target libraries were committed to rendering extra library services to children and home day care providers. These librarians met to exchange methods for working with providers and to evaluate the project five times during the project year.

OBJECTIVE #3: To improve the quality of the intellectual stimulation offered to children who are cared for by family care providers by educating at least 250 home providers in children's literature.

A. Children's Literature/Library Services Workshop:

More than 400 home day care providers were introduced to children's literature, public library services, crafts and puppetry by the LCCL II coordinator, SBCLS children's librarians and other speakers during the LCCL II project. The LCCL coordinator, assisted by other children's librarians, made more than fifteen presentations on some or all of the previously mentioned topics to groups of home care providers. These groups included: classes in "Practical Skills for Day Care Providers" sponsored by three different organizations at area community colleges, Santa Clara County Family Day Care Providers' Association, food program organizations, several groups that assist family day care providers and low-income families and providers interested in puppetry and flannel figures for stories and crafts.

In addition to children's literature and library services workshops presented for home day care groups, presentations were also made for other organizations that included parents, educators and providers. Children's literature presentations were made and exhibits of library materials were set up by the LCCL II coordinator and/or children's librarians and others at: conferences of the local chapter of the Association for the Education of Young Children; a multi-school district sponsored "Parents Are Teachers, Too" conference; a program featuring The Read Aloud Handbook author, Jim Trelease, that LCCL II co-sponsored with the Santa Clara County Reading Council; a "Children's Faire" at a local shopping center; a conference for Santa Clara County recreation leaders; a LCCL II presentation of The Story Tailors, a storytelling/puppetry group, and parenting conferences.

At these various conferences, workshops and fairs, several hundred parents, teachers and providers learned about library services and children's literature, often while communicating on a one-to-one basis with children's librarians. Booklists and other handouts were available at all of these presentations and exhibits.

B. "Jump Over the Moon: Sharing Literature with Young Children" - Televideo Series.

To further stimulate the child care community and parents to include children's literature in everyday activities with children, the LCCL II project purchased the broadcast rights to the fifteen-part tele-video children's literature series, "Jump Over the Moon" from its producers: the University of South Carolina/South Carolina Educational Television.

The series was broadcast two and a half times during a three month period, April through July, on local television station station KICU, Channel 36. The programs were aired three mornings a week during a 6:00-6:30 AM time period. Segments of the series included information on different types of picture books including: concept books, folktales, wordless books, etc.

10. (Continued)

Although there is no way to know how many people actually watched the "Jump Over the Moon" series, the LCCL II office and Channel 36 each received about 20 telephone calls concerning the series. Callers, many of whom were educators, were very positive about the series.

OBJECTIVE #4: To enlighten and stimulate children, four or more literature programs and other activities will be offered at each of the eight participating target libraries, especially for children with their attending family care providers.

A. Programs at Libraries:

At least four programs were held for home day care providers and children at all nine of the participating target libraries. In total, more than 50 programs were geared for home care providers and their charges at the nine target libraries during LCCL II. Each of these programs was publicized by the individual library and/or the LCCL II staff to providers.

Attendance by providers at these programs varied greatly. Librarians gained understanding about programming for home care providers by offering the programs. The following discoveries came out of programming for providers and children:

1. A great deal of publicity is needed to attract providers and even with publicity, audiences are not guaranteed.
2. Inviting organizations of providers or bringing the program to an organization's required meeting insures an audience.
3. If programs are geared for children, providers will more likely make an effort to come to them.
4. Means of attracting providers to programs included: posters and flyers in the libraries, notice of programs in the Library Link II newsletter and newsletters of organizations, mailed invitations, personal telephone invitations and announcements on radio, television and in newspapers.

B. Story Chests:

Each target library ordered puzzles, musical instruments, puppets, rubber stamp sets and/or flannel board stories for their libraries to further attract home care providers. Some libraries checked out these materials to providers while others invited children and providers to the library to use them. Story chests were not a big draw for providers. They did not get much use by the anticipated audience.

C. Activity Packets:

Four activity packets containing booklists, flannel board stories, puppet patterns, etc. were created by the LCCL II staff, announced in the Library Link II newsletters, and distributed to SBCLS libraries to disseminate to providers upon request. By the beginning of September, 650 packets #1, #2 and #3 had been picked up by providers at libraries. As more people became aware of the packets, greater numbers were distributed. While providers who obtained the packets found them very worthwhile, some librarians felt that the number of packets distributed was not commensurable to the amount of LCCL II staff and librarian time needed to: prepare packets, alert library staffs to whereabout of packets, print and distribute packets.

10. (Continued)

D. For the county-wide kick-off program for the LCCL II project, more than 400 children, parents, teachers and home care providers attended a presentation by the "Story Tailors," a troupe of puppeteer-storytellers. This very successful children's literature event made use of many forms of publicity and assistance from all members of the LCCL II steering committee.

OBJECTIVE #5: During the final quarter of the project, four specific approaches that libraries could use in the delivery of services to underserved family day care providers and their charges will be identified.

A. Methods Used by Libraries to Incorporate Family Care Providers into Program Schedules:

Target librarians and the LCCL II staff tried the following methods to persuade providers and their charges to use the library and children's literature:

1. Publicity
   a. Posters.
   b. Telephone invitations.
   c. Mailed flyers.
   d. Television and radio spots.
   e. Newspaper coverage.
   f. Sending flyers to pre-schools and elementary schools.

2. Program Techniques
   a. Storytelling visits to day care homes.
   b. A series of informative presentations by outside speakers on subjects involving children.
   c. Programs for child care organization members at their regularly scheduled meetings.
   d. Demonstrations of easy crafts and puppetry techniques and "hands on" projects for providers and children in local parks or community centers.

B. Future Approaches by Libraries to Target Audience:

Based on evaluation forms that target librarians completed in August, 1985, eight of the nine target librarians stated that they would continue some of the preceding techniques to offer some special services to home care providers, parents and children after LCCL II ends.

OBJECTIVE #6: Throughout the project year, consultative assistance will be provided by the Project Coordinator-Consultant, up to a limit of 15% of his/her scheduled time, to other non-project libraries in order to facilitate the implementation, on a local level, of appropriate techniques for serving children cared for by family care providers and child care centers.

A. Consulting:

During the LCCL II grant, the LCCL II coordinator shared information about the project with at least 100 libraries at the California Library Association's Children's Chapter Trading Post in Los Angeles in December, 1984.

The LCCL II coordinator also consulted with the coordinators of similar LSCA funded projects in California about methods for implementing child care projects. Requests were also filled for the LCCL II coordinator to speak to advisory board members from a nearby library system and to individual librarians from libraries inside and outside of California. Several reports on the LCCL project were sent to

10. (Continued)

members of the ALA Task Force on Pre-School Children to use in preparing a grant proposal for the ALA Annual Conference in Chicago in July, 1985. In addition, the LCCL coordinator answered numerous queries from libraries about the grant through mail or by telephone.

B. LCCL Manual:

"Library Child Care Link: Linking Libraries and the Child Care Community" has been produced. This manual summarizes the experiences of the two LSCA funded Library Child Care Link projects, from July 1, 1983 through September 30, 1985. Four hundred copies of the manual will be available for sharing with other libraries that are interested in interacting with their child care communities. Of that number, one copy will be sent, gratis, to each library in the SBCLS and to each library system in California.

Information on the manual, which will sell for $8.00, has been sent to library publications and library schools throughout the United States.

OBJECTIVE #7: To judge the on-going effectiveness of the project, an Advisory Board of previously contacted representatives from the child care community will meet, at least quarterly, with the Project Coordinator-Consultant and members of the LCCL II Steering Committee to provide an assessment of project objectives, activities and results and to offer recommendations for revisions to the project Steering Committee and staff.

A. Meetings:

An active LCCL II Advisory Board met four times during the grant year. The Board included four members from the LCCL I Advisory Board: two pre-school teachers, a parent and a child care organization leader. Seven new people, including four home care providers, one day care center teacher and two home day care organization leaders, joined the LCCL II Board.

At each Advisory Board meeting, an up-date on project activities and goals was presented to the group by the LCCL II coordinator. During the LCCL II year, Advisory Board members gave excellent observations and suggestions on: methods of attracting providers and children to libraries, making "story chest" materials accessible to providers and other ways that libraries could interact with providers, parents and children.

Members of the Advisory Board are willing to continue in an advisory capacity to the SBCLS children's committee after the LCCL II grant ends.

B. Distribution of Meeting Minutes:

Minutes from Advisory Board meetings were distributed to all LCCL II steering committee members, children's coordinators and target librarians so they could have access to the advice from the child care community.

11. Continued services.

A. Newsletter:

The most successful library link with the child care community was established during the two library child care link projects through the Library Link newsletter. The SBCLS Administrative Council gave overwhelming support for the LCCL project by voting that the LCCL newsletter was important enough for SBCLS member libraries to fund themselves on a continuing basis. Monetary and staff support was agreed upon for a newsletter to be issued six times per year and mailed to the entire LCCL II mailing list of home day care providers and pre-school directors.

B. Contact with Child Care Organizations:

Library contacts with organizations that work with home day care providers and educators will be continued through the chairperson of the SBCLS children's committee. She will take requests from organizations that want children's librarians to speak at workshops and conferences. Requests will be passed on to other SBCLS children's librarians.

It is also planned that members of the LCCL II Advisory Board will meet once or twice a year with members of the SBCLS children's coordinators' committee to discuss ways in which libraries and the child care community can help one another to promote reading and education for children.

C. Programs:

Librarians will continue to offer programs for children with parents or providers at times that may be convenient for them. Many librarians plan to send invitations to attend special programs to some providers each year.

12. Sharing Information:

As noted in this report under Objective #6, information about the LCCL II project has been shared with other libraries outside the SBCLS through conferences and the "Library Link" manual.

Word of the project and its accomplishments will be spread further when the LCCL II coordinator makes a presentation at the Children's Chapter meeting at the California Library Association's Annual Conference in Oakland in November, 1985. Materials from the project will also be displayed at the Children's Trading Post at the CLA Conference.

13. Subjective Evaluation:

A. LCCL II:

The Library Child Care Link II project opened library doors to home day care providers. Effects of the project should continue to escalate as providers' and parents' awareness of libraries and their services grows. It will take time to change attitudes and actions of the new target audience.

B. LCCL I & II Projects:

The two-year Library Child Care Link project broadened library horizons to include the child care community in Santa Clara County. Because both projects were planned, written and accomplished under the direction of the same Children's Coordinators' Committee and the same Steering Committee, with few exceptions, the involved librarians were committed to seeing that the project succeeded. With their encouragement and the backing of the SBCLS library directors, other children's librarians in the System also became part of the "Link." Communication between the LCCL staff and the children's librarians in individual SBCLS libraries and branches was frequent. It helped everyone to keep the child care community as a focus of attention.

Because much attention was focused on the child care community, many new publicity and programming strategies were tried that had not previously been attempted by libraries. The child care community was treated to special services from many SBCLS libraries at once. Contacts with the child care community leaders blossomed as more services were given.

Children's librarians within the SBCLS member libraries interacted with new cohorts at other libraries. They gained many ideas from their new contacts and children county-wide also benefitted.

The positive attitudes of librarians and their impetus to reach project objectives made both projects exciting to coordinate.

The Library Child Care Link I project, working with pre-schools, was unquestionably the more successful of the two projects. Child care center and nursery school teachers and directors were more attuned to needs of children and were quick to accept when offered special library services. Teachers and directors became accustomed to the storyteller and the newsletter during the first grant year. They missed the storyteller when the first grant ended but continued to look to libraries for special programs and services.

During the second project year, pre-school centers solidified relationships with their local SBCLS libraries and came to depend on the LCCL newsletter for information and curricula material.

Child care organizations and groups that work with young children have become accustomed over the two years of the LCCL project to having a library contact for reference and referral as well as speakers for workshops. Liaisons between libraries and the community will continue through members SBCLS libraries.

13. (Continued)

The work with home day care providers did not yield as many visible positive results as work with pre-school centers did. While home care providers did gain an awareness of libraries and their services, most of them did not come as a group to library programs planned for them. Most providers are not actually a part of any group and did not have special training, so they were slow to respond to overtures from the libraries. However, in time, with a continuation of focused attention, providers, too, could become more accessible to libraries. Any new target group needs prodding and numerous reminders before it will take action to try something different. The LCCL newsletter has already received a positive response from providers since they can read it without leaving home. Since it will continue to be mailed to providers when LCCL II ends, it should serve to remind providers about libraries and their services.

After coordinating the LCCL project for two years, I would definitely recommend that other libraries reach out to the child care community. To do so, enthusiasm, planning and commitment are needed as well as contact with the local child care community.

The child care field in every community is growing and there is a need for more library presence as it expands.

14. Signature: Susan W. Denniston, LCCL II Coordinator

PROGRAMS FOR CHILDREN

South State Cooperative Library System

Performing Arts, Libraries and Schools
Partners Advocating Library Services

Total project period: July 1, 1983 - September 30, 1985

Project Director: Donna Walters

South State Cooperative Library System
Los Angeles County Public Library
7400 E. Imperial Hwy.
Downey, CA 90241
Tel. (213) 922-7538

Community volunteers were trained in library programming for children in rural Kern and Los Angeles counties.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	$44,566		$37,774	$82,340
b. Materials: books and other print formats	5,155		20,000	25,155
c. Materials: audiovisual formats and microforms	11,922			11,922
d. Contract services				
e. Other operating expenses	76,393		5,610	82,003
f. Equipment other than audiovisual	-0-		5,094	5,094
g. Equipment: audiovisual	-0-		1,000	1,000
h. TOTAL	$138,036	-0-	$69,478	$207,514

10. Project Accomplishments.

Kern County and the northern part of Los Angeles County share the common features of a rural lifestyle characterized by low density population scattered throughout geographically remote areas. It had been discerned from interviews with local library staff, educators, and parents that most children in this rural area infrequently used the services of the public library. The PALS two year project grew out of a need to address this problem. The goal of the two year project was the development of a lifelong reading habit for rural children in the targeted geographically isolated region.

The primary objective of Performing Arts, Libraries and Schools (PALS, FY 83/84) was to increase by twenty-five percent (25%) the number of rural children who possessed an awareness of public library resources in the target areas. The Children's Services Committee of South State Cooperative Library System assisted the Project Director in the development of a high quality arts in education cycle of programs which were presented in rural schools and in the libraries which served those schools. Five libraries and sixteen schools were targeted. A Project staff of .5 FTE Director and .5 FTE Office Manager were hired. The following activities were accomplished during FY 83/84:

- The development of a thirty-six page teachers' manual.
- A series of teacher in-service training sessions.
- A series of staff in-service training sessions.
- Multiple series of programming for students in the schools.
- Multiple series of programming for students in the libraries.
- Development of the Powerhouse (a newsletter designed to communicate with a varied audience of students, teachers, librarians, and community individuals).
- The purchase of colorful student motivators.
- A strong public relations program in the targeted communities (press releases, radio interviews, receptions for individuals from the community).
- The purchase of books and other materials for use in association with programming.

During FY 83/84 more than 112 presentations of in-teacher, in-staff, and student performances in libraries and schools took place. More than 9,491 students, teachers, and staff attended the performances.

The method of measuring the first year's success was a pre and post project analysis of library registration and children's circulation statistics in the targeted libraries. In June of 1984, 4,412 post-evaluation forms were tabulated from students in the targeted schools. When compared with the previous Fall data, the post-evaluations showed that fifty-seven percent (57%) of the

students surveyed had attended a public library during the school year. This was an increase of sixteen percent (16%) over Fall 1983 statistics. There was also an increase of nineteen percent (19%) in the number of new library cards issued.

The positive impact on library use by rural students was evident mid-way into the first year of the project and a concern arose that the program should not end in June; this kind of success warranted the search for a method to continue high quality programming for these rural children. Since Los Angeles County Public Library had recently demonstrated the successful use of community volunteers to augment and enhance library activities, a plan was developed to train community volunteers to present high quality programs for rural children.

Partners Advocating Library Service (PALS, FY 84/85) had as its primary objective to recruit and train fifty (50) community volunteers who would be able to perpetuate the valuable accomplishments of the previous year. Five libraries were targeted. One full time Director was hired. The following activities were accomplished during FY 84/85:

- The development of a training manual for volunteers.
- A series of polished professional performances were held to serve as a) examples of quality programming for the volunteers, b) staff in-service training, and c) continuous programming for students.

- Multiple series of mini-courses were designed to instruct community volunteers in the arts of storytelling, puppetry, creative dramatics, mime, etc.
- Continuation of the Powerhouse newsletter.
- The purchase of programming resource materials for the use of volunteers when performing for libraries.
- Five bookfests produced by community volunteers under the guidance and assistance of the PALS Director, library staff, and the South State Children's Services Committee.

The second year's success was measured by the number of volunteers who attended workshops and who participated in the development of a bookfest. Five bookfests took place (one in each of the targeted libraries) and a total of seventy-six (76) volunteers from the community either performed or participated behind the scenes for a combined audience of 1,140 students. This significantly exceeded the objective.

While thirty-three percent (33%) of the volunteers attended at least one mini-workshop, others were so strongly motivated and impressed by the quality of the training that they attended more than one mini-course. In all, nineteen percent (19%) of the volunteers attended more than one mini-course.

The quality of the bookfests was judged by library staff, the Project Director, and the Children's Services Committee to be

excellent. For example, of the forty volunteers participating in two reading festivals held in June, approximately one third worked behind the scenes and two thirds gave performances that appealed to children of all ages. Charlene Strickland, the Los Angeles County Public Library Regional Children's Services Coordinator for the North Region assessed the volunteers as being " ... enthusiastic and well prepared. They were able to adapt easily to the wide age range and the large number of children." The Wilson Road Branch Children's Librarian (Kern County Library) saw the book festival and the use of volunteers as " ... a good opportunity to make use of community talent in the library...". The Project Director felt that the project obtained a high quality of volunteers who may be used to augment the existing library programs and to establish many new programs in the future.

11. Continued Services

Although the two-year Project is ended, the System has developed a mechanism for perpetuating volunteer interest and motivating them to continue working with libraries. The Los Angeles County Public Library's Coordinator of Volunteer Services joined the South State Children's Services Committee and the Committee has taken on the responsibility of assisting the group of volunteers in maintaining a sense of identity and cohesiveness. The

Committee sponsored a meeting which brought the volunteers together as a single group and gave it an organization by which an elected President and Secretary may keep track of the group. A mailing list was made available to them and the System assisted in the development of a newsletter through which volunteers may communicate with each other as well as with library staff. The cost of publishing the newsletter is absorbed by the System under the Reference component. All staff time is provided as an in-kind contribution on the parts of the member libraries.

The System and the volunteers are determined to see that the much needed programming continues. The use of volunteers for this type of activity has proven initially successful. The system will track 1) the number of children's programs which are produced or augmented by the volunteers in the future, and 2) the numbers of volunteers who remain active over the years.

12. Sharing Information.

Throughout the two year Project it has been the System's objective to share progress and results with other libraries in California. The Powerhouse newsletter and the South State Express, The System's Children's Services newsletter, have both carried updates and articles informing of progress and future events or activities pertaining to PALS. Both newsletters are distributed

to all of the California Public Library Systems and a subscription to the South State Express was available to individual libraries for a modest fee. Press releases were regularly made available to local newspapers. Children's librarians kept teachers and community leaders informed. All publications produced under PALS were shared with the Systems and one was also made available for purchase as well. These activities were successful in motivating an awareness of Project activities and of PALS' progress.

13. Subject Evaluation

Although the percentage of increase in juvenile circulation and registration statistics may have fallen slightly short of the FY 83/84 objective, the increase was substantial and perhaps the original objective of 25% was rather high. The PALS presentations were all extremely well attended and the evaluations confirmed that the quality of all workshops and training courses was well above average. The program reached 255 teachers and 6,268 students during the first year and 105 potential volunteers and a combined audience of 1,140 during the second year. It is felt that PALS demonstrated that high quality performing arts programming for rural children does strongly motivate them to pursue the use of library resources. The PALS presentations were successful in stimulating interest and expand-

the experiential levels of the students who are isolated from a broad range of cultural exposures. We hope there were students who had new interests awakened within them and that they will use books as one way of developing those interests in the future. Although this part of the grant cannot be measured, artists do touch people in very unique ways and most children who have had the experience of seeing and participating in a live performance are greatly enhanced.

The second year's objective was exceeded by more than fifty percent (50%). Libraries in the rural portions of South State Cooperative Library System now have a valuable pool of community resource persons who are trained to assist in continuing the quality arts in education programming that began in FY 83/84. Seventy-six (76) volunteers stand able and willing to cooperate with libraries.

Linda L. Storsteen, Palmdale City Librarian, has commented that, "The Palmdale City Library has found the PALS Project to be of great value, particularly this past year [FY84/85]. It has involved the community to an extent not expected, united such elements as the Friends of The Library, parents, teachers, volunteers, and children. Public awareness of the library and its services has been increased, and greater interinvolvement of

professionals (both teachers and librarians) from the greater Antelope Valley has resulted. The programs have been so successful that the library has budgeted $2,000 in FY 1985/86 to continue similar professional workshops. We have great hope that the volunteers trained this past year will go out into the schools and continue to encourage children to read and use their local library. Additionally, we now have a pool of trained volunteers to assist with children's programs in the library and we fully intend to avail ourselves of their services."

We feel that the other targeted communities have achieved similar results. Valuable ties were developed between the libraries and their communities; and communications were enhanced. In addition, the Project has reconfirmed that libraries and the community can work successfully together to address mutual concerns.

INFORMATION & REFERRAL

Kern County Library

County-Wide Information and Referral

Total project period: October 1, 1984 - September 30, 1985

Project Director: Louann Nickerson

Kern County Library
1315 Truxton Ave.
Bakersfield, CA 93301
Tel. (805) 861-2130

A computer-based directory of social programs and government services was produced and distributed to libraries and agencies county-wide.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	42,700.00		12,820.00	55,520.00
b. Materials: books and other print formats				
c. Materials: audiovisual formats and microforms				
d. Contract services				
e. Other operating expenses	15,700.00		4,500.00	20,200.00
f. Equipment other than audiovisual			784.00	784.00
g. Equipment: audiovisual				
h. TOTAL	58,400.00		18,104.00	76,504.00

10. Project Accomplishments

The main purpose of the County-Wide Information and Referral Project, to compile a database of Kern County human service agencies and to publish this information on microfiche, was accomplished. The new directory replaces a manually compiled directory previously published by the Kern County Welfare Department which was difficult to use and to update. After considerable research, the Autographics Agile I system was selected as the method through which the database was to be created. The first edition of the directory contains approximately 350 agencies and 1100 entries arranged in four sections: agency or program name, keyword subject, HSCS code and geographic area. The Kern County Information and Referral Network, composed of many human service agencies, advised the Project Director on the details of the format and information to be included in the directory. The directory was distributed without charge to 426 agencies, some of them receiving many copies, and to all 31 branch libraries in Kern County, and to other interested libraries.

One aspect of the grant project as originally written which was deleted from the grant when awarded, was the purchase of microfiche readers for the use of agencies which didn't already have them. An alternative way was found to obtain microfiche readers from a federal surplus outlet in Los Angeles at a cost to the agencies of $5.00 each. This activity was carried out jointly by the project staff and by the staff of a Network member, Community Health Centers.

During the course of the project the name of the directory was changed to ASK: Assistance Services of Kern. This was done on the advice of a public relations committee composed of local media personnel, in order to facilitate the publicity campaign for public awareness. A logo was designed and a button using the logo was distributed to agencies at Network meetings and to branch library staff.

The training objective of the project was begun as the publication date of the directory came in sight. A training committee composed of Network members planned the training sessions. One meeting for all library staff members was conducted by the Kern County Welfare Department staff. This session concentrated on the techniques and attitudes needed by those who give human services information to the public. Another training session was held for representatives of many human service agencies and dealt with methods of using the microfiche directory. Those attending this session returned to their agencies to conduct training sessions for their own staff members.

11. Continued Services

Since the library was not successful in obtaining LSCA grant funding to further develop the project, the directory will be continued in a somewhat more limited way than originally hoped. A Librarian I and Typist-Clerk III transferred from other library departments will replace the Librarian II and Library Technician position funded by the grant. These staff members will continue to update the database, using Agile I, with information obtained through forms mailed to agencies and through phone calls. The directory will be published quarterly or possibly less frequently with quarterly updates. The frequency will depend on costs and on the needs of the agencies. The agencies will be charged the cost of copies of the directory. It is estimated that the cost will be $5.00 per directory.

Training of the library staff and the staff of other agencies in the use of the ASK Directory will continue to be done jointly by ASK project staff members and by Network Training Committee members. Workshops will be held in various locations to instruct users, as needed.

The Kern County Information and Referral Network plans to continue to work toward their goal of a central toll-free Information and Referral telephone line for all of Kern County. The library will continue to participate in the Network activities, but will not take a major role in seeking funding for the phone line. The library administration has offered space in a new main library building to house the I & R phone line staff. The new library is not scheduled for completion until 1987, and the Network has not yet accepted or rejected this offer.

12. Sharing Information

The project staff and Network members began during the grant year sharing experiences, plans and problems with the Fresno County Library through visits, phone conversations and letters. The ASK project will contribute I & R material to the San Joaquin Valley Library System Rural Information Project in which the Kern County Library will be participating during the next grant year. Copies of the ASK directory have been distributed to out-of-county agencies which are included in the directory, and to other interested agencies such as the Ventura County Library.

A Network Public Relations Committee for the ASK project has been successful through television and radio public service announcements, and newspaper articles, in sharing information about the project throughout the county. This publicity has

attracted previously unknown agencies to contribute information to the directory, and has served to alert the agencies and the public to the existence of the ASK directory. Further publicity through the ASK button, posters, and more public service announcements, may be undertaken in the future by the Network committee.

13. Subjective Evaluation

The project achieved its purpose through a great deal of research, hard work, and the cooperation of the Network. The successful publication and distribution of the ASK directory represents a major achievement for the library and a real step forward in providing Information and Referral Service in agencies throughout Kern County. One condition with which the library administration is pleased is that possible major conflicts with other I & R providers in the county were avoided and that the human service agencies continue to work together cooperatively as members of the Kern County Information and Referral Network.

A problem not anticipated at the beginning of the project was the enormous workload involved in putting information into the database. This problem was solved with the use of some dedicated volunteers who put in approximately 60 hours per week for several months in data collection and data entry. It was discovered that telephone contacts were much more successful than written contacts for eliciting agency information, and so some volunteers worked from their homes making phone calls.

One problem that has developed after the publication and distribution of the directory is that despite massive efforts through letters, announcements and Network activities, some agencies still did not understand that the directory would be published in microfiche and that they would need a microfiche reader to use it. Since the source of surplus readers has been exhausted about all that can be done to help these agencies now is to provide them with information on purchasing new readers.

Throughout the grant year the project was plagued by staff turnover. A total of three project directors and two library technicians worked on the directory. Remarkably, this did not seem to affect the quality of the final product which seems to be quite good for a first edition.

Through the library's publication of the ASK directory and the project's leadership in the Kern County Resource Information Network, the Kern County Library's place as a provider of Information and Referral to agencies and to the public has been established. The professional skills and expertise of a librarian and library technician were used to synthesize, organize, and bring to fruition, a directory which will meet the needs of human service agencies to a greater degree than was possible with the directory previously published by the Welfare Department.

14. Signature Lorana Nickerson

INFORMATION & REFERRAL

San Joaquin Valley Library System

Rural Information Access

Total project period: October 1, 1984 - September 30, 1985

Project Director: Keith Boettcher

San Joaquin Valley Library System
Fresno County Free Library
2420 Mariposa St.
Fresno, CA 93721
Tel. (209) 488-3185

An online information data base was tested at branch libraries in four rural sites in Fresno County.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand Total program costs (4)
a. Salaries and benefits	58,649	0	10,619	69,268
b. Materials: books and other print formats	0	0	0	0
c. Materials: audiovisual formats and microforms	0	0	0	0
d. Contract services	0	0	0	0
e. Other operating expenses	9,192	0	325	9,517
f. Equipment other than audiovisual	49,198	0	200	49,398
g. Equipment: audiovisual	0	0	0	0
h. TOTAL	$117,039	0	$11,144	$128,183

10. Project accomplishments.

This project has demonstrated the possibility of using microcomputers and a commercially-available database management system as the basis for a library information system useful to library assistants in rurally isolated communities.

Project staff have developed database files and command files (programs) for dBase III which for the first time put into the hands of branch library assistants information previously available only in the county or system headquarters libraries. The command files developed, along with training programs, enable the database files to be searched by branch library assistants with no background as computer users or database searchers. A basis has been established for handling locally-generated information, although the use of this feature has been limited so far. Through the project, local librarians have become more aware of the information needs of their communities and some community members now see the local library as a community information center.

This project has allowed staff members of this library system to take the time to learn to use dBaseIII, a powerful and difficult database management system. Starting with the human resources of San Joaquin Valley Library System, including at least one librarian with above average microcomputer skills, we have been able to gain skills in microcomputer and database management applications that we can now share with other libraries and information providers. Before this project no other library we were aware of had developed the database management skills we sought. Now we have those skills and have begun to share our knowledge with other information providers.

11. Continued services.

The Project has been granted a second year of LSCA funding which will enable us to complete our goals of a locally-supported, microcomputer-based library information system. Already two member libraries of the San Joaquin Valley Library System have IBM-PC compatible computers with dBaseIII and therefore have the capability of using the system developed by this project. System member reference librarians have been cooperative in gathering and providing information for the database and their activities in this area will continue to grow. The System Reference activity - San Joaquin Valley Information Service - has been working closely with the project and has been actively involved in suggesting database structure and retrieval program features. Already some of their manual indexing has been replaced by dBase indexes developed by the Project and as they acquire their own hardware and software, more and more of their indexing will be done in microcomputer files, which will have two important results: 1) It will allow for more flexible, powerful indexing and access through search features that are available only in computer files, and 2) It will allow their files to be shared with any other cooperating library or library system that has computers capable of running dBaseIII. Throughout the San Joaquin Valley Library System, both member libraries and system staff have expressed enthusiasm for continuing to make use of the information retrieval system developed by this project.

12. Sharing information.

Database and command files which contain useful information and the programs for retrieving that information can also be shared now with any other library or information center inside or outside the San Joaquin Valley Library System. The selection of the widely-used dBase III means that the skills we have acquired and the products we have developed may be useful to other library systems. Since the project's activities have been publicized through publications and at conferences, several libraries have expressed interest in making use of techniques and databases developed during the Rural Information Access Project.

In order to share the database and command files in the most useful means and to enable us to provide continued support to other users, we are now developing a System policy on sharing database and command files. We are planning the type of inter-system agreements that would be necessary to insure that distribution of project files would be the basis for future cooperative information systems, both among California library systems and among San Joaquin Valley information providers (both library and non-library).

13. Subjective evaluation.

For a detailed (Objective by Objective) evaluation of the Project written solely by Project staff, see Atch 3. To survey the opinions of those effected by the Project, the basic tools were a set of surveys sent to those involved: the library assistants in the four test sites, the System member reference librarians, and the representatives of community groups that we surveyed. Questionnaires were prepared and different forms of the surveys were sent to: a) Community Contacts, b) Member Library and System staff, and c) Test Site Staff. The percentage of contacts who returned our survey was disappointing (9 of 41 for community contacts, 7 of 22 for SJVLS Members and System staff, 4 of 4 for Test Site Staff), but the overall tone of the evaluation seemed appropriate to project staff. This type of survey will be repeated during the second year's Project as further progress is made in all the Project's activities.

The surveys were in two parts, the first asking for a rating (0-5) of certain project activities, the second asking for comments or suggestions in specific areas. On the rating scale, 0 was to indicate worthless or a failure and 5 was to indicate absolutely essential or perfect. Summaries of the returned surveys are at Atch 3 (Community Groups), Atch 4 (SJVLS Member Library Staff), and Atch 5 (Test Site Staff).

This project has given us many opportunities and many problems. A major opportunity was to demonstrate the value of a database management system as a library reference tool. Among the problems have been selection and acquisition of the best hardware and software for the job, selling the project to the staff members in the four test communities, training those staff members, and developing the computer skills to make use of the powerful and sophisticated hardware and software we have acquired.

As mentioned in the quarterly reports, equipment delivery was a real problem. Throughout the project the system library staff worked closely with members of Fresno County Computer Services Department (since Fresno County is the

fiscal agent for the System and acquisition of computers and software for Fresno County is coordinated by the County Computer Services Department). It is only with expert advice from Computer Services that we were able to select appropriate hardware and software and to make it all work together. Even with their expert support we have had problems with equipment delivery and compatibility. The order for the basic computer equipment was sent from the Library to Computer Services in October of 1984, yet the first microcomputers from Wang Labs did not arrive until March of 1985. This problem has been discussed in greater detail in the second quarterly report. Organizations purchasing microcomputer equipment, especially for a tightly-scheduled project, should consider the possibility of delays and should examine the reputation of the vendor for meeting delivery schedules. It might be useful to write a not-later-than phrase into the equipment order. We did not learn the foolproof way to order and receive equipment, but we did learn some the the problems to watch for. Even after the initial order was received, there were additional purchases necessary to make all the hardware and software work to project needs. As I mentioned in the fourth quarterly report, the project headquarters was not able to fully use our printer until the middle of August, about ten and one-half months into the twelve-month project.

One goal of this project was to develop a system that could be used by non-computer people - branch library assistants with no previous computer experience. In keeping with this goal, the selection of test sites did not take into consideration the factor of human/computer relationships. No test site was selected because the library assistant was interested in computers. In fact, at least one test site was selected, even though the library assistant had many reservations about the project and thought that spending money on equipment rather than on circulating books was a mistake. She also mentioned that representatives met during the community survey were not library users and that efforts should be made to improve service to traditional library users rather than reaching out to non-users. This was the only branch library whose library assistant was not available to attend the project open house and demonstration toward the end of the project.

The above discusses the worst case, but we have learned that there will be varying degrees of success with this project. Even though our efforts were similar in all four communities and the information system provided to all four libraries was identical, the responses have been quite different. These are due is some degree to community differences and in a great degree to staff differences. This is true in any automation project, and must always be kept in mind, but it is especially important when the branch library has only one staff member and she alone will determine whether or not the computer is turned on and used during the day. If the local library assistant does not perceive the information system as attractive and useful, it will not be used, no matter how "user-friendly" and useful we designers think it is.

14. Signature Keith Bretscher

Narrative Report
Data on this page is used in the Evaluation Section of the State Library expenditure report to U.S. Department of Education.

LSCA Priority addressed:

Annual Program/Long Range Program:

Fiscal Year 1984-85

Project Number 40-0642

Project Title:
Rural Information Access Project

Project Goals: Rural citizens, through their local branch libraries, will have access to accurate, timely and thorough information which meets their needs. They will have an equal level of access to such information as citizens using larger metropolitan libraries, and will be able to turn to their branch library for a significant portion of their total information needs.

Objectives and Activities: Objective 1: Establish a core database of ready reference information (Activities: Survey community, determine information needed, select and purchase hardware and software, develop menu-driven programs). Objective 2: Train staff to use database (Activities: Training packages, training visits). Objective 3: Public awareness (Activities: Press releases, fliers, meetings). Objective 4: Enhance database based on need (Activities: Log use, add vertical file material, develop update procedures). Objective 5: Add locally-produced data at one site (Activities: Select site, develop local file). Objective 6: Evaluation (Activities: Monitoring, surveys, questionnaires, report).

Evaluation: Evaluation through log which automatically records questions asked of the databases, through surveys of community groups, System library staff, test site staff. Community gave high mark for public awareness of project (4.1 on 0-5 scale), lower marks for its value in meeting information needs (3.6) and reaching potential users (3.7). System librarians gave high marks for planning and keeping them informed (4.4), moderate marks for database, command files (3.3 and 3.6), lower marks (2.3) for value to traditional library users. Test site staff have highest marks for being kept informed and for training (4.7 for each), slightly lower for their final training level (4.3) and overall planning of Project (4.3), still lower to overall value of the Project and its community impact (2.3).

Project staff feel that the time necessary to obtain equipment, write preliminary command files, and develop preliminary databases, did not allow enough time for proper field testing. The human service database was not even distributed until after September 30, 1985. It will take more time for databas and menu development after which community response will begin to be significant.

Persons Served: 620,352

RURAL INFORMATION ACCESS PROJECT
EVALUATION BY PROJECT STAFF

Objective 1. Even though we performed all the activities listed under this Objective, I don't believe we can say we have reached the objective of creating a database which can be used to answer 75% of frequently asked questions. There is a database of 189 human service programs but the Spanish language access to that database has not yet been completely developed. This is currently under development. The initial human service section of our database did not go out to the sites until the first week of December, 1985.

I believe that our selection of IBM-PC compatible microcomputers and dBaseIII as the database management system was appropriate. The database structures and menu-driven command files are about as "user-friendly" as they can be and still allow access to vast quantities of information. In the area of database and command file development, I think we have taken steps that can have real influence for the use of microcomputers for library reference information.

The task of selection and acquisition of suitable hardware and software is no easy one. As mentioned in the quarterly reports, Project staff worked closely with the staff of the Computer Services Department of Fresno County (since Fresno County is the fiscal agent for this Project). It is only with expert advice from Computer Services that we were able to select appropriate hardware and software and to make it all work together. Even with their expert support we have had problems with equipment delivery and compatibility.

Objective 2. We have not yet completed all the activities listed under Objective 2. We have developed training packages and refresher lessons and have been using them (along with visits to the sites and telephone assistance) to reach a satisfactory level of training for the test site staff. We have not yet trained staff at each member library's central headquarters. None of the reference departments have readily available IBM-PC compatibles, although three of them do have some access to IBM-PCs and dBaseIII. It seems that until an IBM-PC with a hard disk is as close as a telephone and an almanac to all central headquarters reference staff, they do not want to take the time to learn what is necessary to support the program. Training, especially of central reference staffs, will be a major activity of the second year of the project.

Both the site staffs and the system staff seem to agree that the training by project staff was good, but continued efforts need to be made. See SJVLS MEMBER LIBRARY STAFF EVALUATION (Atch 4), Comment #1. The Site staff members rated the training they received at 4.7 or 4.8 on a scale of 0-5 and said that the project methods and materials were appropriate. See SITE STAFF EVALUATION (Atch 5), Question #1 and Comment #1.

Objective 3. We have completed all the activities of Objective 3 except for Activity E - Producing a reference tool for an appropriate audience. Now that the human service files are up and working, it would perhaps be appropriate to print out a section of that file and distribute it locally. We have had good newspaper coverage and have distributed our fliers, but as can be seen from the Site

Atch 2

Librarians' Evaluation, many local community members are unaware of the Project's activities. This is something we need to continue to work on. We have first had to develop a significant database (which takes time) and then to present it to interested community members/library users and use them to tell their acquaintances. We cannot publicize something we do not have, so we have been slow to promote the Rural Information Access system as a comprehensive new information source for the community.

Both SJVLS staff and Site Staff agree that Publicity is a continuing challenge. SJVLS staff say rate the effectiveness in keeping system staff members informed as 4.4, and keeping the community informed at 3.1 (on a 0-5 scale). The response rate to our Community Evaluation Survey (9 of 41 surveys returned) tells us that we need to continue to work with community groups. All three groups say that it will take more time and/or more data to make the Project database valuable to the community. See Community Evaluation (Atch 3), Comment/Suggestion 2; SLVLS Staff Evaluation (Atch 4), Comment/Suggestion #5; and Site Staff Evaluation (Atch 5), Comment/Suggestions 4 and 5.

Objective 4. Enhance the core databases based upon response of public questions. All the activities listed under this Objective have been accomplished or begun. The final procedures for using central test site staff to maintain and enhance the database have not been established. System member reference departments have been cooperating in updating the files. At this point, procedures have been developed for keeping even member libraries without computers aware of what is in the databases, so that they can indicate where updating is necessary and provide Project staff with current data (for example, local officials) which we add to the database and send to the test sites.

At least one SLVLS librarian specifically mentioned the Officials file as a surprising benefit (Atch 4, Comment 3) and it is through building on the benefits of the system as perceived by staffs of member libraries that we can work toward continuing the activities of this project.

In addition, we have been able to add information that was not in the database when the site librarians originally sought it. Digging out answers to specific questions should help both the meet the real information needs of the communities and also to demonstrate the responsiveness of project activities to the needs of rural branch library staff members.

Objective 5. We have not yet entered into the database locally produced data. We are working on this objective with two types of data. Because of the interest shown by the sites, we are developing a Community Calendar module which will allow sites to input and maintain calendars of their own communities' events. This module is not yet written. We are also asking site librarians to gather information for a local experts or human resources file. They have begun to give us lists of local people who may be translators, local history experts, crafts teachers, etc. We are now in the process of writing the command files necessary to provide access to these locally-produced files.

Atch 2

At least one site staff member has requested help in entering her own data. (Atch 5, Comment 6) Both of the activities just described (community calendar and local experts) will involve her in creating her own database. Development of locally-produced files should be a real breakthrough, both technically, and bureaucratically that may change the ways isolated branch libraries think of their role in the County Library systems.

Objective 6. We have established the procedures for evaluation and have begun to gather information for the evaluation of this project. The steps accomplished toward this evaluation include Activities A - E. The preparation of the finally summary reports and future implementation plans is continuing. In addition, because of the late development of the several modules that make of the Rural Information Access Files, we have not yet really had a period of "field testing". The preliminary surveys of site staff, system staff, and community groups were conducted with the understanding that similar surveys would be repeated later. In summary, Activities A and B were accomplished with an automatic log within the dBaseIII command files. Activity C (survey of clients) was less successful in that it has required the site staff to fill out a paper form with information about the patron and his/her information needs. These forms are not always filled out.

Although the plan for future implementation of this Project has not yet been completed, there has been activity in this area. Some of the issues being considered are how to insure that command files (programs) written by Project staff are to be maintained and revised by future users, within and outside the Library System. We are establishing contact with several human service information and referral agencies in hopes that we can develop common command files and database structure that will promote the interchange of information.

The activities of the Project Director as consultant for Merced County Library's "Reference Outreach to Branch Libraries" LSCA project also has implication for inter-system cooperation. If we can develop similar files, it will be easier for this system and Merced County Library to exchange information.

INFORMATION & REFERRAL

Stockton-San Joaquin County Public Library

Small Business Information & Referral File

Total project period: October 1, 1984 - September 30, 1985

Project Director: Carl Cousineau

Stockton-San Joaquin County Public Library
605 N. El Dorado St.
Stockton, CA 95202
Tel. (209) 944-8362

A business information file on microcomputer was developed in cooperation with the Stockton Chamber of Commerce and several special interest chanbers.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	3495.74		9500.00	12995.74
b. Materials: books and other print formats	Ø		300.00	300.00
c. Materials: audiovisual formats and microforms	Ø		Ø	Ø
d. Contract services	Ø		Ø	Ø
e. Other operating expenses	1453.40		Ø	1453.40
f. Equipment other than audiovisual	9518.90		Ø	9518.90
g. Equipment: audiovisual	Ø		Ø	Ø
h. TOTAL	14468.04		9800.00	24268.04

10. Project accomplishments.

The most important accomplishemnt of the project was the creation of a database of use to small businesses. By the end of the project this database contained over 250 records. The development of this database was the primary goal of the project. Placing small business information into a database intended for social service information and itself build around a MARC record required some compromises, but generally worked well.

A second accomplishment has been the close working relationships established between the library and the project participants. This is especially true of the library and the Greater Stockton Chamber of Commerce. Increased contact between the library and the Chamber will have long term value to both. The library is much more involved in the business community in general as a result of this project.

Use of the database by participating agencies, while limited, has generally been successful. Library use of the information has grown with the increased use of the Information and Referral system of which the Small Business Database is part.

11. Continued services.

The Small Business Database is an ongoing project. It is maintained on the library's computer and entries continue to be added and updated by library staff.

Cooperative efforts of the project participants continue as well. Library staff regularly attend meetings of the Small Business Council of the Greater Stockton Chamber of Commerce. This group was active in project from its beginning stages and continues to view the Small Business Database as one of its major activities.

The library is working with the Stockton Black Chamber of Commerce during that organization's reorganization and relocation. The library will relocate the computer equipment needed to access the database when the Black Chamber moves.

Efforts to publicize the database also continue. Articles in the Port of Call (Greater Stockton Chamber of Commerce) and participation by library staff in small business seminars are two activities pursued since the end of the LSCA portion of the project.

12. Sharing information.

The whole purpose of this project is to share information. In contructing the database a great deal was learned about the services of agencies and organizations to the business community. Much of that is now reflected in information easily accessible by the entire community in the Small Business Database.

The library also reaped some extra benefits since the information gathering portion of the project was under its supervision. Library staff who contacted other agencies to develop or confirm information for the database were able to make number personal contacts that proved valuable during and after the project.

The agencies who cooperated in this project learned a great about each other and the services each offered. Here too, personal contacts have been established that should be of long term value to all participants.

13. Subjective evaluation.

See attached

Use additional pages for any section, as necessary.

14. Signature Carl Conzuelman

13. Subjective Evaluation

I would not not do things the same way if I had it to do over. The concept of establishing a database of small business information is a viable one. Business information of the type we put together, referrals to services and information sources, works quite well on database intended to used for I and R of a more traditional type. Dial-in connections to the library's computer via modems and terminals from distant agency locations is a workable, if not ideal, means of providing access to this information outside library settings. Dedicated access lines would be even better, but cost, right now, seems prohibitive. Valuable links with the business community can be established and improved service to that community can be offered.

In these areas we were on the the right track. In implementing these ideas we made some choices that slowed the project and limited the use of the database. First we underestimated how much time it would take to gather the information that is the core of the project. Much of this information required direct personal contacts with the principals of the agencies and organizations we needed to know about. These are busy people and their time was hard to come by. It would have been much more productive to have a full time staff member for term of the grant rather than 500 hours of part time help. Only the quality and perserverance of that part time help allowed us to get as far as we did during the life of the grant.

Extra time devoted to information gathering lessened the time available for publicizing the database. Much the same thing happened with installing equipment and training staff at the participating agencies. Both took much longer than expected and left less time for everything else.

Only data entry did not take longer than expected, but most of the work fell to project staff since terminals for the participating agencies came late and required much effort to make them interface properly with existing phone systems. We had expected the participating agencies to enter a portion of the original data. It simply did not happen.

Similar circumstances would probably occur in other project of this type. I believe it would not only be better have a full time employee, it would also be wise to plan on some part-time help to work exclusively on data entry during the middle stages of the project. This would allow the full time project coordinator to concentrate on data collection, training staff at the participating agencies and public relations during that period.

Even though we underestimated the work involved I think the project was well worth it. Basic information was gathered and the database created. Communications equipment was put in place (equipment that could not have been acquired otherwise) and links

between the library and important organizations in the business community were established. While we did not get as much done during the grant portion of the project as we hoped, there is a commitment by the participants to build from this start.

INSTITUTIONAL SERVICES

Atascadero State Hospital Library

State Hospital Librarians Workshop

Total project period: June 1, 1985 - September 30, 1985

Project Director: Marie Logan

Atascadero State Hospital Library
10333 El Camino Real
Atascadero, CA 93423
Tel. (805) 461-2491

A first of its kind workshop for training and information sharing was held bringing together the librarians and administrative staff of the state hospitals system.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits			2220.00	2220.00
b. Materials: books and other print formats				
c. Materials: audiovisual formats and microforms				
d. Contract services	1,428.98 *			1,428.98*
Clerical salary with 10% increase approved by M. Streitmatter by phone 10/16/85				
e. Other operating expenses	10,102.44		750.00	10.852.44
f. Equipment other than audiovisual				
g. Equipment: audiovisual	473.48			473.48
h. TOTAL	12,004.90		2970.00	14,974.90

*Outstanding encumbrance
*Due to the short term of the grant, Hospital Personnel procedures have not been fully completed, therefore salary amounts are outstanding encumbrances and have been put in contract services per State Library Fiscal Office advice 10/25/85.

10. Project accomplishments.

For the first time, state hospital librarians and hospital departmental administrative staff met together to address the information and recreational needs of state hospital staff and patients. On the first day of the workshop, September 23, 1985, 18 administrators, 19 state hospital library personnel, six speakers and presenters, and three consultants from the State Library, along with two automation consultants, met for a total of 48 people (see list of participants). Two departmental administrators were there. Pat Parnell, Chief of Education Services, Department of Developmental Services, and Ilene Goodman, Program Administrator, Division of State Hospitals, Department of Mental Health, participated. Pat for the first day only, and Ilene for both days. Other administrators present included two Executive Directors, Chiefs of Professional Education, Director of Research, and Central Program Services supervisors. Prior to the Monday activities, there was a discussion session on Sunday evening dealing with information concerning the Coordinator Grant Application. Carmela Ruby, State Library Consultant, presented the State Library position for denial of the Coordinator application as submitted, and the discussion then led into other possible options to be considered throughout the workshop. Monday's program covered networking, cooperative capabilities and an automation demonstration of some of these capabilities (see agenda). The presenters talked not only in general terms but gave specifics on the hows and whys, costs and value to state hospital staff and patients. After a full day dealing with "high tech," on Monday evening a complete shift to "high touch" was accomplished in a presentation by an artist on creativity with an exercise designed to put to use the creative potential of the participants. They were asked to

-----see continuation page

11. Continued services.

Librarians left the workshop at the end of the second day with specific charges to pursue: Each librarian to assess critical needs to meet information requirements of his/her library. This list of priorities was to be sent to a State Hospital librarians committee which will address how best to coordinate and improve cooperative activities from a task oriented approach.

Each librarian was to work with library committees for better visibility and communication within each hospital, to use the next committee meeting to review workshop information and to ask for feedback from committee members on long range hospital planning and mental health trends as the first step in meeting long range information needs of the institution.

As part of better visibility and communication, to write thank-you letters to administrators for being allowed to participate in the State Hospital Librarians Workshop.

These three charges have been met by some librarians already, with some still to be pursued. A meeting of State Hospital librarians is planned for Saturday afternoon, November 16th at CLA for a review of progress since the workshop and a report by the committee. Specific options to be considered are a survey of needs conducted by an external expert under a con-

---see continuation pa

12. Sharing Information.

Information about the State Hospital Librarians Workshop was relayed to groups within the hospitals at meetings, to the Coastal Health Information Consortium at meetings and to the local area-at-large in news releases (see attached copies of newspaper articles). Statements of continuing need for such workshops were made at and since the workshop, and support was promised by administrators.

The time seems very strategic following the California Conference on Networking to pursue the option of a State Hospital Library Network which could interface with geographic and subject networks. Librarians not already involved with multitype networks have more awareness of networking and will have more support to pursue this kind of cooperation from both institutional and departmental administrators because of knowledge gained from the workshop.

Librarians and administrators received a good overview of the California Conference on Networking and will have much more awareness of statewide progress being made and how state hospital libraries can fit in.

13. Subjective evaluation.

I feel the successes of the project were based on the contributions of many people to the planning and organization of the workshop. Two State Hospital librarians were much involved and gave of their time, effort, and support throughout all planning stages. Several other of the librarians also contributed useful ideas. Consultation with State Library consultants and with automation experts was invaluable in bringing the workshop to its final form. Most every evaluation form had comments on the excellence of the speakers and the nice mix of internal and outside presenters. The presentations were well done by people who were dynamic and articulate in their fields of expertise. We stayed within the planned time frames and covered the material in a nice sequential flow from one session to the next.

The administrative attendance was gratifying. Administrative staff was well represented at various levels with immediate supervisors of librarians being the most numerous. The two hospitals not represented by supervisors had made reservations for attendees who were, unfortunately, unable to attend. Response from administrators was positive in informal conversations and the residential and beautiful setting provided full use of time for informal discussion.

----- see continuation page

Use additional pages for any section, as necessary.

14. Signature Marie Logan

10. Project accomplishments (continued).

visually illustrate the difference between high tech and high touch and the correlation between the two. Since administrators were not present on Tuesday, the program was geared towards state hospital library staff and allowed for planning with consultants and presenters contributing from their expertise. The final presentation on Tuesday gave library staff a very different and better perception of the administrative viewpoint. Increased understanding between librarians and management was accomplished both by the presentations and in informal exchanges between sessions and at lunch.

There were pre- and post-surveys conducted, as well as a final evaluation form to be completed. The post-survey showed an increase in knowledge of the items stressed in the workshop: networking, multitype library cooperation, computerized literature searching and electronic mail. Both surveys agreed fairly closely on staffing levels by professional librarians with some clerical assistance and on the importance and value of library services to the institutions and in meeting licensing and accreditation standards. These were the questions on the surveys that seemed to be the most meaningful in the context of the workshop. Evaluation on a scale of 1 (not important) to 5 (very important) showed a larger percentage on the 4 and 5 side on the post-survey on these pertinent questions. The overall final evaluation of the workshop ranged from good to the majority evaluation of excellent. Comments on the evaluations were positive and complimentary. Administrators indicated an increased awareness of needs for cooperation and integration of state hospital libraries. Immediately following attendance at the workshop one administrator restored a $20,000 professional library budget which had been cancelled for a year. That librarian felt the conference was a great success!

Librarians' comments indicated that it was educational (networking and computer education), with excellent speakers, a good mix of internal and outside resource people and appreciation for a well organized and executed workshop.

11. Continued services (continued).

tract situation, and a proposal for connections by electronic mail as a first step towards a network of State Hospital librarians. A memorandum from Ilene Goodman, Department of Mental Health, and Pat Parnell, Department of Developmental Services offers assistance and intra-departmental coordination should it be needed in whatever efforts are undertaken.

13. Subjective evaluation (continued).

The two failures I see are:

(1) The question and discussion sessions at the end of both Monday morning and afternoon presentations elicited no questions to begin any discussion. After the wealth of information presented, the freewheeling discussion anticipated somehow did not get started. The change I would make would be to have a more structured format to begin those discussions, with specific questions in mind to get it moving if none came from the attendees.

(2) The time spent on literature searching during the automation demonstrations could have been shortened to allow for more new and unfamiliar technology to be demonstrated. That part of the program was structured but the enthusiasm of the searcher carried into a more lengthy search period than was planned and it did cut short some of the other planned automation demonstrations.

There was evaluation from our outside experts, and it was positive and complimentary. For example: Christa Buswell's statement was "congratulations...for a truly outstanding workshop." Alison Bunting's comment was "...meeting was well organized and well worthwhile."

My own general feeling is that the workshop was a great success. A real shift towards networking has been accomplished in the perceptions of both librarians and administrators. I see an opening for a state hospital library network and for more active participation by our librarians in multitype networks statewide. The groundwork has been laid and the future looks exciting.

INSTITUTIONAL SERVICES

California State Department of the Youth Authority

Libraries Are Survival and Employment Resource Centers

Total project period: October 1, 1984 - September 30, 1985

Project Director: Bonnie Crell

Department of the Youth Authority
4241 Williamsbourgh Dr., Suite 227
Sacramento, CA 92415
Tel. (916) 427-4840

CYA staff at youth centers received orientation in library procedures and survival and employment materials were added to all unit collections.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	28,075.01			28,075.01
b. Materials: books and other print formats	43,886.99			43,886.99
c. Materials: audiovisual formats and microforms				
d. Contract services	8,389.18			8,389.18
e. Other operating expenses	13,237.94			13,237.94
f. Equipment other than audiovisual				
g. Equipment: audiovisual	2,917.32			2,917.32
h. TOTAL	96,406.44			96,406.44

10. Project accomplishments.

While the goal of the Project, "To have all CYA wards make the use of libraries and their resouces a part of their lives," has been and continues to be the ideal of CYA librarians, this Project has brought other CYA staff a new awareness of library resources as tools for wards' life management. Staff responsible for making wards community ready are now encouraging them to use the libraries inside our institutions and camps, then later in the community, for resources and information that will help them get and keep jobs.

These Project objectives have been attained:

1. To develop, and then to ensure use of--in every institution and camp--a library orientation package that is of interest to, and participated in by, every CYA ward.
2. To identify appropriate materials for a survival and employment skills core collection ... in each institution and camp.
5. To share the "Libraries are Survival and Employment Resource Centers Story." with community librarians, probation officers and parole agents, and civic groups.

The objectives attained only in part are:

3. To ensure that every ward leaves the CYA with a knowledge of: (A) the services and materials that can be in a library: (B) the ability to access library services; and (C) the ability to use library resources.

   The activity to reach this objective was not carried out in full: We have provided at least one Apple IIe to every CYA library using ECIA Chapter 2 funds and this Project provided library skills software to each library. Every ward, however, has not used the library skills software--nor has every ward used a library microcomputer. The evaluation phase of this objective, "pre and post testing of wards by teachers of survival/employability skills that includes library use of competencies," has not yet gotten under way.

4. To ensure that every ward leaves the CYA with a printout listing his local public library and other community resources for use in building his future.

   Objective 4 activities were carried out only in part: All CYA libraries now have the EUREKA personalized, localized career profile program on Corvus Hard Disk Drives. Some librarians are scheduling wards to use their Apple IIe's with EUREKA throughout the day. This activity has yet to begin in others of our libraries.

   The prototype printout of community resources in each ward's home community was developed at the Ventura School Library. The data is not current, however, and won't be until all community resource directories are updated and the information in them is fed into a computer.

   The evaluation process for this objective concerns the usefulness of the printouts in the community. This has yet to be determined.

Accomplishments of the Project have been significant and many services are continuing:

11. Continued Services

The Library Services Coordinator is currently updating our libraries' holdings lists of community resource directories. All of those available from the areas that are home to the majority of our wards were purchased with LSCA Project monies for each CYA library. The prototype community resource profile information bank will be developed and kept up to date centrally.

The library orientation video tape, "Get a Job: Use Your Library," that was produced by the Project's Supervising Librarian, Jan Stuter, is shown to all new wards in several CYA facilities as part of their orientation to the CYA. The tape was also shown at a national correctional education conference in Washington D.C., in November, 1985.

The core collections of print and non print labor market/life management materials provided by the Project to each CYA library are in daily use. (Some of these materials were displayed by the Project's Supervising Librarian at the 1985 CLA Annual Conference's Services to the Institutionalized Chapter's exhibit).

The EUREKA program is referred to by all members of the Director's special Employability Section as a Major step forward in assisting our wards to reenter the outside community with an appropriate "road map" for a productive life. Training of living unit staff to assist wards in the use of EUREKA in the library will begin soon. In fact, some CYA schools are now planning to open their libraries evenings so that wards will have greater access to our employment/life management skill development materials.

12. Sharing Information

The series of workshops, "Career Decision Making Using Labor Market Information," presented by nationally recognized career counsellor H.B. Gillat and the Project's Supervising Librarian provided excellent federal and California state document information to many community librarians who participated in the sessions which were held--and publicized--throughout California. The workshops in this series in Los Angeles were held, in part, in branches of the Los Angeles County Public Library.

In addition to featuring the Project's video tape at the national correctional education conference, the U.S. Department of Education is now considering this Project as an Exemplary one to be replicated by other correctional agencies across the country.

As stated above, an exhibit at the 1985 California Library Association Conference featured this Project's core collection materials. Newsletters of the Department of the Youth Authority and SIRCULS also featured articles describing the Project.

13. Subjective Evaluation

I believe that the Project's successes were remarkable ones! Considering that the Youth and Adult Corrections Agency, then the Department of Finance, did not give the go-ahead for the Project to begin until five months into the grant year; considering that the second staff member was never hired (because

of the State's time consuming hiring process and the lack of candidates interested in being hired for a six months or less appointment; considering that the community college's media departments approached by us were unable to produce the video tape we desired because of an abbreviated timeframe: considering that the Library Services Coordinator was still processing core collection materials in January, 1986--and will be finishing this task in February: considering that community volunteer Sandy Sunada and the Library Services Coordinator will be tallying ward survey form responses (the Evaluation process for objectives 1 and 2) until July, 1986; considering all of these things, the achievements listed as Continuing Services in Section 1 1 above are significant, indeed!

Because of this demonstration Project. the wards of the Department of the Youth Authority will experience the life enriching benefits that use of quality library resources brings for quite some time to come.

Finally, it was at the conclusion of this grant year that library standards became a section of the Department of the Youth Authority's Institutions and Camps Manual (see attachment). No doubt, the new awareness of library resources' value for life management/employability skills development that this Project brought about means that libraries have finally proven their worth as a regular part of CYA operations.

14. Signature Bonnie Crell

Bonnie Crell. Library Services Coordinator

(5/82)

INSTITUTIONAL SERVICES

Tulare County Free Library

Robert K. Meyers Boys Ranch Library

Total project period: October 1, 1984 - September 30, 1985

Project Director: Brian Lewis

Tulare County Free Library
200 W. Oak St.
Visalia, CA 93291
Tel. (209) 733-6954

A library was established at the county boys detention facility and work opportunities in the county library provided for released boys.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	24,910.	0	18,834.	43,744.
b. Materials: books and other print formats	16,500.	0	0	0
c. Materials: audiovisual formats and microforms				
d. Contract services				
e. Other operating expenses	735.	0	482.	1,217.
f. Equipment other than audiovisual	3,055.	0	160.	3,215.
g. Equipment: audiovisual				
h. TOTAL	45,200.	0	19,476.	64,676.

10. Project accomplishments

Report from the County Librarian

Goals

The main portion of Goals A & B were accomplished. The library has been established and is being used heavily by the boys. Their enthusiasm about having a library continues to run high. These two factors alone leave me with the feeling that the project is a success and worth continuing. Indeed, because of problems on the Probation Departments end it will take extra effort to ensure its continued success. These obstacles will be explained in detail under Subjective evaluation; I have no doubts, however, that our continued plan and strategy will result in not only a continuation of the project but a furtherance of the success of the project.

The other goal was to provide work experience for some of the boys upon their release. We identified four inmates who were interested. One ended up leaving the County upon release and another decided he was not interested after we explained the work program in detail. It seems that learning good work habits was not of great interest to him. Two boys did work and one of them has continued to work after the project.

One boy worked for 3 months and then had to be let go. While he was on the job his work habits were fine. He learned to work hard and independently seek out work once a project was completed. His weakness was in not reporting to work and failing to call in those times. I personally counseled him 3 or 4 times on the importance of taking on the responsibility of keeping us informed as to his absences. While his personal problems overcame his ability to be responsible to the library he did learn some good work habits and is well aware of future employees expectations and how to comply to them.

The second boy is a great success. Kelly worked for two months on the project and has excelled. He has to travel 10 miles to get to work and has only missed work due to illness. Our expectations of him were spelled out 2 or 3 times and he has responded. We explained to him that the purpose of his employment was to teach him job responsibilities and acceptable work behavior for the future. It was spelled out that we would help him help himself but the success of the project was ultimately his responsibility. He has done so well that we have managed to keep him employed for the time being.

Objectives

Not all of the objectives were attained in whole. Those that were met in accordance with the plan of action are a physical plant, at the Boys Ranch, to house the library; inmates trained to operate the library at the Ranch; at least 600 fiction titles, 600 non-fiction titles, 40 reference titles, and a variety of periodicals placed in the physical plant; and each boy working for the Tulare County Library after release getting effective training for the position and learning proper work habits.

Only the objective that libraries in the five Counties contracting with the Boys Ranch will be urged to make contact with the boys from their jurisdiction was not attained at all. In preparing to follow our plan of action we were notified by Probation that the information we would need to send out to accomplish this objective was illegal due to confidentiality laws. I was very dissappointed in this especially since the Probation Department should have caught this glitch as they reviewed the program. This is but one of many problems faced in working with another department. I will spell the problems out in more detail in the Subjective Evaluation section.

Many objectives were only partially obtained. One objective was to have employees at the Ranch be trained to operate the library at the Ranch. We had a difficult time getting the staff at the Ranch to cooperate with us. Strong actions had to take place to get them to commit even one employee to be responsible for the "Library." This employee has been trained very adequately yet we are having problems in getting him to report back to us.

We intended that 70 to 110 boys would learn about libraries including what they have to offer, how they work, how they may be utilized and user responsibility. We did do the pre-survey and did at one time or another present the inmates with the advantages of a library. The pre-survey showed that most inmates knew how to use a library. The results were suspiciously similar from survey to survey. We always had a problem getting the Ranch staff to free up the inmates. They said that they could not all get together at once. The survey was taken while they were in school. We soon learned of hard feelings between the school staff and the Ranch staff. We have been walking on eggshells ever since and I have been using the times I communicate with the teachers to try to get them into the library to evaluate the collection. It looks like we will have to put our collection on D Base III and generate a list for them if they are going to take advantage of the Library for curriculum purposes.

The library opened late and has been operating for only 4 months. During the first 2 weeks over 150 items were circulated. However, the boys in charge of the library have found it impossible to keep statistics because the inmates wonder in and out and take materials that they do not report. We have come to the conclusion not to get upset about the situation. The library is being used heavily and not much is lost. We have grown to realize that what counts is usage and the fact that most of the inmates are responsible enough to return the items. Our counts estimate that the 2,800 circulation figure per year is being obtained.

One objective, planned that each boy working for the Tulare County Library after release would return to the Boys Ranch to aid in training and to speak of his accomplishments. The one boy who is working successfully has not had a chance to go out. Signals from the Probation Department are also negative in regard to this venture.

A public awareness program has been developed but not thoroughly carried out. The main problem is that the local newspaper has gone through a complete management change and was not responsive to our inquiries at the time. We

also had doubts as to Probation cooperation and held off. Our open house did draw County Supervisors, law enforcement officers and two council members from diffierent cities. We have had a news employee take pictures and we are still working on getting out a story. Now that we are sure of the success we will once again approach the newspapers. I have informally arranged for a television appearance on a local talk show.

Our plan to evaluate the program altered from our original one. The pre-surveys were taken but not deemed althogether reliable. The main problem again lies in lack of cooperation from Probation. They have not surveyed new boys coming in, do not survey boys leaving nor notify us of their leaving. We have discovered that boys being released rarely see a Probation Officer unless they are considered hard cases. So, communication back from probation officers is nil. They have not cooperated in bringing up the library in their group sessions so we are not getting any feedback. What we have ascertained is that the employees who look at the library objectively feel it is positive, the school teachers are very happy to see it in place and the boys are very positive and are using it to their benefit.

A basic plan for future funding has been developed. When I mentioned to the Chief Probation Officer that it was time to coordinate our fund raising efforts I got a faraway look and the reply, "Oh, am I suppose to help you with that." I need to do more ground work with that individual. The library is planning to put some book dollars into the collection and will of course use our support staff for that purpose. I do have a pledge of $100.00 as a gift and feel that local clubs will correspond positively. The County does not want other contracting counties to be approached for extra dollars. The program will continue to receive funding dollars. More work is required.

Other

The client group will always be there. New boys come in monthly. There has been no indication that interest in the library has diminished as new boys come into the program. While we have no hard evidence we feel that the boys have had a positive change in their lives due to the library. The library is being used heavily. Boys are reading more and watching television, fighting and wondering around less. They are now engaged in a growing activity instead of a neutral or negative one. The boy who has been successfully employed since release is changing his life style in a slow but steady manner. Our presence and the presence of the library are making positive inroads in helping the boys to grow and to mainstream into society. The results may not be dramatic, we don't know and may never know, but are positive.

The project continues to be served. It is fortunate that the Project Librarian has been hired by our Reference Department and is continuing to be the liason with the boys. Books will continue to be added and training will continue. Plans are underway to increase cooperation from the Probation Department and to find a way to break the stalemate between the Ranch and School employees.

A lot of evidence remains that a project was conducted. The library itself is in tact and is being used daily and positively. The inmates are being exposed to news and literature on a constant basis. The employed inmate

has done so well that he remains employed at the library outside of program funding and continues to be responsive and responsible.

10. Project accomplishments

Judy Clark, Project Librarian

The Robert K. Meyers Youth Center Library occupies one-half of the television room, which is adjacent to the boy's dorm. The entire room is newly carpeted and the wooden shelves were made by the boys in the youth center shop. The room is complete with a desk and chair, several attractive tables and chairs for reading, two paperback racks and posters on the walls. All in all, the physical conversion of the room into a library is a cheery contrast to the military-style dorm.

Currently, the library contains approximately 360 non-fiction books, 2,075 books of fiction and 11 magazines. There are also about 400 books at the County Library waiting to be processed and taken out to the youth center.

The library was not designed to operate as a branch of the Central Library, but to be a program set up and run by the boys themselves, with continued support from the County Probation and Library departments. The basic rules and regulations regarding the operation of the library were agreed upon by the original boy's library committee and the project director. It is now run by a committee of five boys, supervised by a staff member who works the evening shift. The committee training takes place about once a month, as they are released at varying times. The staff schedule is rotated every few months, necessitating training of a different person for supervision of the library.

The library is open Tuesday, Wednesday and Thursday nights for two hours; two boys are responsible for working each evening. Books are checked out for two weeks, and if books are not voluntarily returned a library worker goes through the dorm and collects them! Magazines are not allowed out of the library; however, Low Rider, Circus and Hit Parader always disappear.

Apart from the approximate six hours that the library is open, operation--in terms of time and effort on the part of both staff and boys--is kept to a minimum. There is simply not enough time to devote to the details of a "normal" library; therefore, procedures have been streamlined as much as possible. The major tasks of the library committee are checking out the books, collecting and shelving them. The staff supervisor schedules the workers, sees that the books are shelved, chooses new workers and contacts the library for training, supplies, problems, suggestions, etc.

The major goal of the grant--to establish a library to be used by the boys at Robert K. Meyers--has been accomplished. As is true in the general population, there are some boys who will never touch a book, regardless. But, from the fact that the library is only a matter of a few yards from where they actually live, many boys are being exposed to books and reading who might otherwise never have come into contact with a library at all! Any time of the day or evening that I am out there, there is evidence of the fact that they are reading. The major complaint of the teachers is that the boys are reading in class when they should be doing other work. Some are voracious readers--one boy said that he would stop reading when he had finished all the Louis L'Amour books, but was finally coaxed into another author when he still had about three months left to serve and had read every book L'Amour had written. In the evening, the scene in the library

can sometimes be quite "serene"--boys are writing letters, flipping through magazines, picking up books off the shelf and browsing through them; in general, the library is a comfortable place to spend some time and alleviate the boredom of the dorm.

A second, but not minor, goal of the project was to employ some released boys at the county library. One boy successfully worked under grant funding and is now working regularly at the library as a county employee. In the words of the grant proposal, this work "served the boy(s) by giving them marketable working skills, positive experiences in a societal setting, and the special satisfaction gained from earning funds in a honest manner." When the released young man was at the county personnel office to sign papers, etc., he could not get over the fact that he was "going to have a real job." He has the responsibility of going to work every day and instead of just not showing up when he is sick or doesn't feel like working (which, honestly, is the case sometimes), he knows that he must call. Needless to say, he is thrilled every two weeks when he gets his paycheck.

There are several points of the proposal that were simply found to be inapplicable (others will be addressed in the subjective evaluation). When the boys are released from the youth center, it is really impossible for the county library to keep in contact with them, as this would require the Probation department to supply information that they do not have the time or desire to do. Therefore, this invalidates the proposal for libraries in the five counties contracting with the youth center to make contact with the boys from their jurisdiction.

Objective number 11 also contained some goals that were not feasible. Several surveys were taken at the beginning of the project--inmate reading habits, knowledge of libraries, goals, etc.--and similar post surveys were to taken right before and after release. These surveys were not taken because the population was and is in a constant state of flux; boys are being sentenced to the youth center and others are being released every week. Likewise, any follow-up survey and parole officer contact has not been attempted; as was stated previously, the probation department has not been able or willing to dc this. This is not to be a negative criticism, only a part of the project that was not workable.

11. Continue services

Input by Brian Lewis, County Librarian

The project was designed to be self-sufficient in regard to the operation of the library. It requires minimal funding to go on. All of the services will be continued. Monies will be solicited and brought in by the County Librarian and Chief of Probation, see above, to insure the continued addition of new materials and in order to continue magazine subscriptions. A portion of the library materials budget will go to provide new materials for the Ranch Library. The degree of support from the County Library will depend on other revenues. The only service dropped will be the newspaper subscription. We can't get the newspapers past the Ranch employees to the boys. When the situation is better a newspaper may be tried again.

The County Library will continue to provide cataloging, processing, filing, training and advising. A Reference Librarian has been assigned to work at the Ranch Library a few hours every month.

12. Sharing information

Input by Brian Lewis, County Librarian

Publicizing the project has not been successful up to this point. The project remains very important and the publicity will take place in the form of television interviews, news articles and presentations at civic clubs. City councils have been made aware of the program and will be receiving more information.

Delays have been caused for many reasons. One was that I underestimated the time I would have available at the beginning of the project--a Project Librarian should have been hired from the beginning. Another glitch was the turnover of management at the Visalia Times Delta which is the most widely read newspaper in Tulare County. Efforts are now being made to get the article that was promised by the old editor out. The main delay has been caused by the continuing lack of cooperation and indeed passive resistance from the staff at the Ranch. This delayed the whole operation and put us in doubts as to the degree it would succeed. Some progress has been made and we are now sure of the projects success we can confidently proceed with publicity.

In so far as the client group is concerned there has been very good communication between the Project Librarian and the boys. Judy Clark did an outstanding job of communicating with the inmates and continues to do so. I feel that the client group is as informed as they can be given the lack of cooperation on the part of Probation.

Up to this time there have been no efforts to share information about the project with the rest of the state or the nation. The delayed blooming of the project made that impossible. Now that this report is being completed I plan to notify the literature about the project and offer my assistance if any are interested. I would like to write an article or prepare a guidebook explaining the problems of working with another agency. Whether or not time will permit the Project Librarian and me to do this soon is open to question. Suggested guidelines for operations and a guide to realistic expectations regarding the operation of the library will also be included. The State Library will be receiving a copy of such when completed.

I strongly feel that the project can be replicated in other parts of California. Others can learn by our, particularly my, mistakes and have a much smoother road to travel. As with any knowledge I possess I will be more than happy to help my fellow Librarians in such pursuit in whatever way I can.

13. Subjective evaluation

Input by Brian Lewis, County Librarian

The projects successes were many. Primarily the library is in place and is being heavily used. It is benefiting the boys by providing information and pleasure reading. It is helping in their school work and will continue to be an even greater force in this area. Many boys now spend their time reading instead of watching television or milling around. The other great success was in employing two released inmates. While one boy had to be let go for repeated failure to report to work, he did gain an understanding or good work habits and expectations. The second young man has not only learned good work habits but is meeting our expectations and has proven to be a conscientious, courteous and ideal employee. He is still at the library and is divorcing himself from the living habits which placed him at the Boy's Ranch. We are proud of him, continue to council with him and have high hopes for his future.

In looking at the project and the objectives not completed I would say that the expectations of what could be done were set too high. The nature of the institution and of the boys did not allow for some of the objectives to be realized. I am primarily thinking of the objectives concerned with teaching the boys about how libraries operate, surveys and expecting the library to operate as one does in a public situation. I do not consider these failures but expectations or goals that had to be re-drawn.

The outstanding failure of the project was the long delay in getting it off of the ground into operation and in the lack of publicity, up to this point, thereof. The reason for the delays were twofold. My underestimation of how much time I could devote to the project and how much time it would take looms as a large reason. The primary reason which is still causing problems is the lack of cooperation from the Probation Department. Part of this problem was made worse by my assuming too much and thus delaying our own realization of the problem.

I grossly under estimated the time the project would take and the time I had to devote to it. Part of this was circumstances. Into the second month of the project I had three new Librarian III's which constitute the management team. The reorganization of the library staff and our operations was just coming into place and needed a great deal of my time. I had not anticipated the positive turnover in staff and the ensuing reorganization at such an early date. Since I have no backup management or personnel (etc.) help I had to devote my time to daily operations and the changes taking place. I have learned that outside projects, for a library large enough to require more mid-management than we have, need additional project employees on a professional level to succeed. The project would have been doomed if Judy Clark had not been hired as Project Librarian. If I was doing it over again I would have asked for a Librarian's position to head the implementation of the project from the beginning.

Getting cooperation from the Probation Department (primarily employees at the Boys Ranch) has been the biggest problem. This lack of cooperation

has also taken the form of passive resistence. Such things as continuous failure to take the project seriously, delays in assigning an employee or employers the responsibility of overseeing the library, negative statements and lack of communication are among the forms that arose. The source of the problem comes from their dissatisfaction with and the perceived treatment they received from the Chief Probation Officer.

I made an error of judgment at the very beginning of working on the project. The Chief Probation Officer talks in Human Resource Management terms. When we started talking about the possibility of putting a library at the Ranch he stated he would consult his staff. I assumed it would be an open discussion designed to measure support and need. I further assumed that the staff was in great support of the project as communicated to me by the Chief Probation Officer. I never really sat down to discuss the details with the Ranch staff as I assumed it had already been done. As we discovered much later, after a few months of lack of cooperation, this was not the case. Apparently the Chief Probation Officer approached the Ranch staff and told them that there is going to be a library and they are to see that it works. From that point on the Ranch staff, especially the lead supervisor, has resented the program and has not been very cooperative.

It was also discovered that the lead supervisor does not feel the project will last because of lack of support from the Chief Probation Officer and on my part. I am not certain how these feelings came about. It is clear that there is a lack of trust between the probation staff and the department head. The initial delays in the program certainly added an element of doubt, in their minds, as to the County Library's sincerity and devotion to the project. To what degree the problems within probation are due to personality clashes or management practices is not known. What is known is that a division in the ranks is present and hurt the progress of the project tremendously.

The frustration felt by the Project Librarian was great. Ultimately there was a meeting between myself and the lead supervisor. Pressure was applied which resulted in the assignment of an employee to the project in October.

If I could start the project over again I would change a number of things in regard to working with another department. During initial planning stages I would speak to the department employees apart from their Department Head. A true and unbiased view of the employees working on or with the project is necessary to weigh the feasibility of success. This is especially true when working with employees not under your charge. Once this line of communication was established I would continue to build on it by having a series of meetings designed to disseminate information and receive feedback. I would of course continue to communicate with the other Department Head but not rely on that individual for creating support from his/her staff. In short I will look long and hard before entering into a new joint venture with another Department. This is especially true if the library is to do the majority of the planning and implementation.

13. Subjective evaluation

For first time grant applicants I suggest looking very deeply into the time question. Talk to as many others in library situations similar to your own. Don't hesitate to ask the State Library for suggestions.

My thanks goes to John Amend and Gary Strong for their support, patience and input. It was worthwhile to establish a service to the underserved which is not only meaningful and productive but will carry on.

No one else judged or evaluated the project. I have asked for input from the Chief of Probation but have not received any.

13. Subjective evaluation

Judy Clark, Project Librarian

I began working on the project in July, 1985, with three months left before completion. At that time, a boy's library committee had been selected, some reader surveys taken, books ordered, carpet selected and measurements taken for the shelves. In actuality, a lot of work had to be completed and many obstacles to overcome.

First of all, the probation department staff at the youth center was very disgruntled and pessimistic about whether or not the library would ever come into existence at all. A major portion of my time for approximately the first month was spent in cultivating a trusting relationship with both staff and the boy's library committee, assuring them that the project would be completed.

Very early on, it became apparent that the focus of support and responsibility would have to be on the staff member who worked the evening shift, who from necessity would be the library committee supervisor. The remainder of the staff and the inmates were not included in any major phase of implementation for several reasons: apathy on the part of the staff, incorrigibility of the inmates and the constant change in inmate population.

To put all of this a bit more succinctly, I think that the basic design of the grant was not appropriate for the Youth Center. This statement is a product of hindsight, of course, and I believe that at the inception of the project it was impossible for the library to have anticipated the problems that arose. A year later, I see that: the staff thinks the library is a positive addition but does not want to take the time and effort to take care of it; there is no communication between the teachers and the staff, negating any joint effort on utilization of the material; there is no established plan for handling stolen or abused books; and the coup de grace--the director of the Youth Center continues to believe that no one (i.e., probration and library) really cares and that the library is going to ultimately disintegrate from neglect. The irony is, what is he doing to prevent that from happening?

The status of the library right now is that there is an excellent collection of books and magazines, the boys are definitely using and enjoying it, but that it is not going to run on its own volition. Everyone concerned must be willing to see that the project is a continued success--a joint effort from both the probation and library departments is a must.

LITERACY

Richmond Public Library

Literacy for Every Adult Project (LEAP)

Total project period: October 1, 1984 - September 30, 1985

Project Director: Sharon Pastori

Richmond Public Library
Civic Center Plaza
Richmond, CA 94804
Tel. (415) 620-6555

Effectiveness of computer-assisted instruction in tutoring adult illiterates was evaluated as a companion element to the California Literacy Campaign.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits				
b. Materials: books and other print formats				
c. Materials: audiovisual formats and microforms			200 (software)	
d. Contract services	26,600			26,600
e. Other operating expenses	21,400			21,400
f. Equipment other than audiovisual		1,600		1,600
g. Equipment: audiovisual			400 (monitor)	
h. TOTAL	48,000	1,600	600	49,600

4. SIGNIFICANT EVENTS THIS QUARTER:

DURING THIS PAST QUARTER THE LEARNING CENTER WAS OPEN FOR BUSINESS AND OUR MAJOR WORK WITH PCC, INC. WAS CARRIED OUT. PCC WAS HIRED TO WORK ON CURRICULUM DEVELOPMENT, DEVELOP AND IMPLEMENT A TRAINING COMPONENT, AND CONDUCT AN EVALATION AND MAKE RECOMMENDATIONS. (FINAL LEAP/PCC REPORT IS ATTACHED) PCC DEVELOPED LESSON PLANS FOR TWENTY-NINE (29) EXISTING MATH, LANGUAGE ARTS, AND READING SOFTWARE PROGRAMS. THE PLANS ASSIST TUTORS AND LEARNERS IN "GETTING INTO" THE PROGRAMS AS WELL AS GIVE TUTORS IDEAS FOR FOLLOWUP ACTIVITIES AND SUGGESTIONS FOR INTEGRATION INTO THEIR REGULAR TUTORING SESSIONS. AN ORGANIZATIONAL CHART WAS ALSO DEVELOPED THAT SUGGESTS A SEQUENCE OF INSTRUCTION FOR SELECTING SOFTWARE AND THE INTENDED READING LEVEL OF SOFTWARE. A SERIES OF LESSON PLANS WERE DEVELOPED TO USE WORD PROCESSING. LEAP HOPES THAT THE WORD PROCESSING CAPABILITIES OF THE COMPUTER WILL BE IMPORTANT IN INTEGRATING THE COMPUTER AND READING INSTRUCITON BY USING THE LANGUAGE EXPERIENCE APPROACH (THE LEARNER WRITING OF THEIR OWN EXPERIENCES). DUE TO TIME CONSTRAINTS (THE CENTER NOT OPENING UNTIL MAY OF 1985 AND PCC STARTING AT THE SAME TIME) THAT WE HAVEN'T COME TO ANY DEFINITIVE CONCLUSIONS ABOUT THE VIABILITY OF USING WORD PROCESSING AND IF THE LESSON PLAN APPROACH REALLY WORKS WITH A VOLUNTEER TUTORING PROGRAM IN A PUBLIC LIBRARY SETTING BUT WILL CONTINUE FIELD TESTING AND WILL DO MORE FOLLOWUP WITH PCC IN THE SPRING OF 1986.

PCC DEVELOPED AND IMPLEMENTED A TRAINING COMPONENT. DURING THE SUMMER, 26 TUTORS HAD AN INTRODUCTORY TRAINING ON COMPUTER COMFORT AND WORD PROCESSING. ALTHOUGH EXCITED ABOUT THE TRAINING WE FOUND THAT VERY FEW TUTORS ACTUALLY CAME INTO THE CENTER TO PRACTICE AND USE THE WORD PROCESSING WITH THEIR LEARNERS. WE CONCLUDED THAT MANY TUTORS WERE ALSO FEARFUL OF WRITING AND THAT THE WORKSHOP NEEDED TO BE REDESIGNED. TOWARD THE END OF THE QUARTER TWENTY-SIX (26) TUTORS CAME TO ANOTHER WORKSHOP THAT STRESSED THE CONNECTION BETWEEN WRITING AND READING THROUGH A PRESENTATION OF THE ORAL LANGUAGE FACILITY, WORLD EXPERIENCE, AND THE ATTITUDE OF THE LEARNER. IN ADDITION TO THESE TRAININGS 20 TUTORS AND LEARNERS ATTENDED A SOFTWARE FAIR TO ALLOW EVERYONE HANDS ON EXPERIENCE WITH A VARIETY OF LEAP SOFTWARE PROGRAMS AND PRESENTATION TO TUTORS ABOUT THE LESSON PLANS AND ORGANIZATIONAL CHARTS.

PCC ALSO DEVELOPED AND CONDUCED AN EVALUATION TO DETERMINE TUTOR AND LEARNER ATTITUDES TOWARDS THE LEARNING CENTER AND LEARNER ATTITUDES AND MOTIVATION TOWARDS THEIR OWN LEARNING. IN ORDER TO DETERMINE IF THERE IS A PLACE IN LIBRARIES FOR A LEARNING CENTER AND THE USE OF CAI IN A VOLUNTEER ADULT TUTORING PROGRAM, PCC LOOKED AT THE CONTEXT OF THE ENTIRE LEAP PROJECT TO EVALUATE THE LEARNING CENTER AND ITS POTENTIAL. THE USE OF CAI HAS INCREASED TREMENDOUSLY SINCE THE LEARNING CENTER OPENING: FROM NINE (9) COMPUTER

SESSIONS IN THE FIRST MONTH TO THIRTY-SIX (36) SESSIONS DURING SEPTEMBER WITH A TOTAL OF 209 COMPUTER SESSIONS TWENTY SEVEN (27) DIFFERENT SOFTWARE PROGRAMS HAVE BEEN USED IN A TOTAL OF 273 SESSIONS SINCE THE OPENING. APPROXIMATELY 48 COMPUTER COMFORT AND ORIENTATION SESSIONS WERE HELD.

INITIALLY WE ANTICIPATED THAT LEARNERS WOULD ALWAYS USE THE CENTER WITH THEIR TUTOR. HOWEVER, WE HAVE FOUND THAT SOME TUTORS AREN'T INTERESTED IN THE LEARNING CENTER BUT THE LEARNERS ARE VERY INTERESTED. TO ACCOMMODATE THAT INTEREST WE HAVE ALLOWED LEARNERS TO USE THE CENTER ALONE, GETTING TUTORIAL ASSISTANCE FROM THE LEARNING CENTER COORDINATOR. THIS ALTERNATIVE HAS WORKED FINE WITH THE HIGHER LEVEL LEARNER WHO CAN WORK MORE INDEPENDETNLY, BUT HAS LED TO PROBLEMS WITH THE LOWER LEVEL LEARNER WHO NEEDS TO HAVE MORE GUIDANCE.

5. NEXT QUARTER:

THE LEARNING CENTER COORDINATOR WILL CONTINUE TO CONDUCT INTRODUCTORY WORD PROCESSING TRAININGS FOR TUTORS. THESE WORKSHOPS WILL CONTINUE TO STRESS THE CONNECTION BETWEEN WRITING AND READIDNG. WE ARE HOPING THAT MORE TUTORS WILL START INTEGRATING WORD PROCESSING INTO THEIR LESSON PLANS WHEN THEY VISIT THE LEARNING CENTER.

IN AN EFFORT TO FOSTER LEARNER INTEREST IN THE CENTER AND TO COUNTER SOME TUTORS NEGATIVE IMPRESSIONS OF COMPUTERS, LEAP PLANS TO OFFER ORIENTATIONS FOR LEARNERS. SOME TUTORS HAVE THE MISCONCEPTION THAT THE COMPUTER IS ONLY FOR THE HIGHER LEVEL LEARNER AND THAT THEIR LEARNER IS "TOO LOW" TO REALLY LEARN ANYTHING OR IS JUST NOT READY FOR CAI. LEAP HAS A RESPONSIBILLITY TO EDUCATE ABOUT THIS BUT WE DO NOT EXPECT THAT WE WILL BE ABLE TO CONVINCE EVERYONE OF THE COMPUTER'S POTENTIAL USEFULNESS. A LEAP LEARNER, WHO IS EMPLOYED BY THE PROJECT TEN (10) HOURS PER WEEK TO PARTICIPATE IN OUTREACH, RECRUIT LEARNERS AND INVOLVE LLEARNERS IN THE PROGRAM, WILL BE CONDUCTING THESE INFORMATIONAL ORIENTATIONS.

MORE ACTIVE RECRUITMENT AMONG LEARNERS MAY INCREASE USE OF THE CENTER WHICH WILL PUT SERIOUS CONSTRAINTS ON THE LEARNING CENTER COORDINATOR WHO WORKS PART TIME AND CAN'T ALWAYS FUNCTION AS A TUTOR. (CURRENTLY THE COORDINATOR WORKS THIRTY (30) HOURS PER WEEK, THE LEARNING CENTER IS OPEN TWENTY-ONE (21) HOURS PER WEEK AND THE ADDITIONAL NINE (9) HOURS ARE DEVOTED TO MEETINGS, CATALOGING, AND RECORD KEEPING.) STAFFING IS A SERIOUS ISSUE AND LEAP HOPES TO GET FIELD PLACEMENTS FROM LOCAL UNIVERSITIES, ENCOURAGE PEER TUTORING, RECRUIT TUTORS THAT MAY HAVE EXTRA TIME, OR RECRUIT VOLUNTEERS JUST FOR THE LEARNING CENTER. ALL POSSIBIBILITIES WILL BE EXPLORED.

A MORE STANDARDIZED SYSTEM OF LEARNING CENTER POLICIES WILL

BE EXPLORED AND IMPLEMENTED. A SYSTEM OF CHECKING OUT MATERIALS IN THE CENTER NEEDS TO BE IMPLENTED AND A BETTER SYSTEM OF EVALUATION OF THE LEARNING CENTER AND SOFTWARE REACTION WILL BE IMPLEMENTED.

ORGANIZING THE LEARNING CENTER SPACE HAS BEEN A SLOW PROCESS. BOOKSHELVES AND FILING CABINETS HAVE BEEN ORDERED TO ACCOMMODATE THE SOFTWARE AND OTHER VIDEO AND AUDIO CASSETTE PROGRAMS BUT HAVEN'T ARRIVED TO DATE LEADING TO SERIOUS STORAGE PROBLEMS. WE HOPE TO HAVE EVERYTHING ALL IN PLACE AND ORGANIZED AS SOON AS POSSIBLE.

7. CONSTRAINTS:

ONE CONSTRAINT OF THE PROGRAM HAS BEEN LEARNERS USING THE CENTER INDEPENDENT OF THEIR TUTOR BUT NOT HAVING THE SKILLS TO BE THAT INDEPENDENT WITHOUT SOME TUTORIAL ASSISTANCE. WE ENCOURAGE LEARNER USE, BUT AS ALREADY MENTIONED THIS PUTS TREMENDOUS CONSTRAINTS ON THE LEARNING CENTER COORDINATOR. ANOTHER CONSTRAINT RELATED TO STAFFING IS THE LIMITED AMOUNT OF SPACE OF THE CENTER. LIKE MOST LIBRARIES EVERY AVAILABLE SQUARE INCH IS BEING UTILIZED BUT IT IS CLEAR THAT THE LEARNING CENTER IS TOO SMALL FOR ITS EXISTING USE AND ADDING MORE LEARNERS AND STAFF RAISES QUESTIONS OF HOW THAT MANY PEOPLE CAN BE IN THE ROOM AT THE SAME TIME. THE LEARNING CENTER IS IN A DIFFERENT LOCATION FROM THE LEAP OFFICES WHICH ALSO RAISES LOGISTICAL PROBLEMS AND PROBLEMS IN PROGRAM COMMUNICATION; BUT AGAIN, THERE IS NO READY ANSWER TO DEAL WITH THESE ISSUES.

ANOTHER CONSTRAINT HAS BEEN THE SHORT LENGTH OF TIME THE CENTER HAS BEEN IN OPERATION AND THE INABILITY TO IMPLEMENT THE LESSON PLANS AND WORD PROCESSING FULLY DURING PCC'S TENURE WITH US. FORTUNATELY PCC WILL CONDUCT A FOLLOWUP EVALUATION IN THE SPRING OF 1986. IN THE INTERIM TUTORS, LEARNERS AND STAFF WILL HAVE TIME TO BECOME MORE ACCUSTOMED TO CAI AND THE OPERATION OF THE LEARNING CENTER. SOME OF THE AREAS WHICH PCC WILL INVESTIGATE INCLUDE: LEARNER'S ATTITUDES, WORD PROCESSING AND IF IT'S VIABLE IN THIS SETTING, LESSON PLANS AND DO THEY WORK AND ARE THEY EFFECTIVE (ARE VOLUNTEER TUTORS WILLING TO PUT IN THE EXTRA TIME TO GO OVER THEM, TO REALLY PLAN A LESSON VERSUS JUST PLAY WITH THE PROGRAM AS IT IS SET UP?), DO LESSON PLANS NEED TO BE DISCARDED OR REVISED?, IS THE TRAINING ADEQUATE TO PREPARE TUTORS FOR LEARNING CENTER USE?, TO NAME A FEW CONCERNS.

10. ACCOMPLISHMENTS:

THE FINAL LEAP/PCC REPORT ADDRESSES THIS QUESTION MORE FULLY. IN A SHORT PERIOD OF TIME THE LEARNING CENTER WAS SET UP AND OPENED TO SERVE BOTH LEARNERS AND TUTORS. AS ALREADY STATED USE OF THE CENTER HAS INCREASED EACH MONTH. ALTHOUGH THE CENTER ALSO HAS VIDEO AND AUDIO CASSETTE PROGRAMS, THE CIA (COMPUTER ASSISTED INSTRUCTION) HAS BEEN THE MOST POPULAR.

THERE SEEMS TO BE CHANGE IN THE MOTIVATION AND LEARNING ATTITUDES OF LEARNERS USING THE CENTER. THIS CHANGE HAS BEEN SUBSTANTIATED BY PCC'S INTERVIEWS WITH LEARNERS AND ALSO BY REVIEWING COMPUTER USE EVALUATION FORMS.(FORMS DESIGNED BY PCC FOR LEARNING CENTER PARTICIPANTS TO RESPOND TO AFTER USING THE CENTER).

ANOTHER IMPORTANT COMPONENT OF THE CENTER IS TRAINING. WE HAVE CHOSEN NOT ONLY TO USE MANUFACTURED SOFTWARE GAME AND INSTRUCTIONAL PROGRAMS BUT ALSO TO INTEGRATE PROGRAMS. HOWEVER, TUTORS NEED A GREAT DEAL OF TRAINING IN ORDER TO BE COMFORTABLE WITH IT. THEN, THEY IN TURN, HAVE TO TEACH THIS PROCESS TO THE LEARNER. PCC DESIGNED A TRAINING COMPONENT FOR THIS AND LEAP CAN NOW CONTINUE TO IMPLEMENT IT.

11. CONTINUED SERVICES:

THE CENTER IS NOW PHYSICALLY IN PLACE WHICH IS A MAJOR ACCOMPLISHMENT. HARDWARE AND SOFTWARE HAVE BEEN PURCHASED AND WE ARE NOW IN THE PROCESS OF STORING ALL OF THE SOFTWARE IN AN EASILY ACCESSIBLE FASHION. AS STATED WE DO ANTICIPATE THE PHYSICAL SPACE BEING TOO SMALL FOR PROJECTED DEMAND BUT WHAT WE DO HAVE IS A BEGINNING.

WE NOW HAVE AN ADEQUATE AMOUNT OF SOFTWARE TO SUSTAIN A CENTER, BUT STAFFING IS A CONTINUING ISSUE FOR THE CENTER. THE LEARNING CENTER COORDINATOR IS GUARANTEED EMPLOYMENT THROUGH JUNE 30, 1986 AT HER PRESENT 30 HOURS. HER SALARY IS PART OF OUR CLSA BUDGET. WE ARE ANTICIPATING SEEKING FOUNDATION FUNDING FOR THE LEARNING CENTER IF CLSA FUNDS AREN'T AVAILABLE.

12. SHARING INFORMATION:

THE FINAL PCC/LEAP REPORT WILL BE ACCESSIBLE TO ANYONE WHO WANTS IT. THE CURRICULUM DESIGNED BY PCC (LESSON PLANS, ORGANIZATIONAL CHART OF SOFTWARE USE, THE TRAINING COMPONENT) IS IN THE PUBLIC DOMAIN AND ALSO READILY AVAILABLE. ALL THIS INFORMATION WILL BE INVALUABLE FOR ANY OTHER PROJECTS WANTING TO START A LEARNING CENTER OR CON-SIDING USING CAI.

13. SUBJECTIVE EVALUATION:

THE EVALUATION BY PCC HAS BEEN ATTACHED. A WORD OF CAUTION FOR ANYONE WANTING TO START A LEARNING CENTER IS TO MOVE SLOWLY AND FULLY INVESTIGATE YOUR PROGRAM, THE LEARNERS, THE TUTORS, YOUR LIBRARY AND DETERMINE WHAT ARE YOUR RESOURCES. THE LEARNING CENTER IS PROVING TO BE AN IMPORTANT ADDITION TO OUR REGULAR TUTORING PROGRAM AND WE ARE VERY EXCITED ABOUT IMPLEMENTING MORE WORD PROCESSING AND INVESTIGATING AND IMPLEMENTING SUCH INNOVATIVE IDEAS AS A SPEECH SYNTHESIZER WHICH GIVES THE COMPUTER THE ABILITY "TO TALK". THIS COULD PROVE INVALUABLE TO THE VERY LOW LEVEL LEARNER USING THE COMPUTER. HOWEVER, SUCH A CENTER IS VERY TAXING ON ONE'S RESOURCES AND PROJECTS SHOULD CAREFULLY ASSESS WHEN IS THE BEST TIME TO MOVE INTO THIS TYPE OF OPERATION. (THERE MAY BE LEARNER INTEREST BUT IS THERE STAFF AVAILABLE TO CARRY OUT SUCH A PROJECT??) A GREAT DEAL OF OUR TIME WAS SPENT INVESTIGATING SOFTWARE AND BUYING WHAT WAS APPROPRIATE FOR ADULTS. OTHER PROJECTS BY CONSULTING OUR LIST CAN SAVE A TREMENDOUS AMOUNT OF TIME.

AS OF THIS WRITING I FEEL THE PROJECT IS SUCCESSFUL AND GROWING. BOTH LEARNERS AND TUTORS ARE VERY EXCITED BY THIS TYPE OF TECHNOLOGY AND ITS HELP IN LEARNING AND MOTIVATION. WE WILL CONTINUE TESTING AND EVALUATING THE USE OF WORD PROCESSING IN THIS TYPE OF CENTER. WE FEEL THIS WILL BE A VERY IMPORTANT COMPONENT OF LEAP BECAUSE IT FITS IN PERFECTLY WITH THE ENTIRE PROGRAM PHILOSOPHY OF USING THE LEARNER'S LIFE AND WORDS AS THE BASIS OF STARTING TUTORING. IF RESOURCES ARE AVAILABLE(STAFF, SPACE, BUDGET, ETC) EVERY LIBRARY PROJECT COULD BENEFIT BY ADDING A COMPUTER COMPONENT TO ITS EXISITING TUTORING PROGRAM.

LITERACY

San Mateo County Library

Adult Literacy Project at San Mateo Correctional Institutions

Total project period: October 1, 1984 - September 30, 1985

Project Director: Eric Lyden

San Mateo County Library
25 Tower Rd.
Belmont, CA 94002
Tel. (415) 573-2056

Volunteers in the men's and women's facilities of the county jail tutored inmates in adult basic education skills of math and English.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits				
b. Materials: books and other print formats	4,635.			4,635.
c. Materials: audiovisual formats and microforms				
d. Contract services	26,858.			26,858.
e. Other operating expenses	8,448.			8,448.
f. Equipment other than audiovisual				
g. Equipment: audiovisual				
h. TOTAL	39,941.			39,941.

10. Project accomplishments.

The primary accomplishment of the LSCA year was basic education of many inmates. Several non-readers learned to read, dozens of ESL [1] students learned survival English, and hundreds of GED students earned a portion or all of their five-part diploma.

Those of us concerned primarily with administration learned to scale down the student population to handle the scope of the inmate problem. After one year into the ABE[2] jail program, we find ourselves working with fewer students and accomplishing more in a greater variety of disciplines than originally perceived.

We have gained respect from the deputized staff due to the tenacity of consultant Joan Sheldon in offering instruction to inmates with ulterior motives and motivation problems. The staff had seen short-term programs come and go. We have demonstrated an intent to prevail at the Men's Correctional Center and provide a true educational program.

There were no ABE[2] programs upon our arrival nor had there been for several years. Our presence as a part of the institution was hard won and to discontinue it would be a waste of a lot of person-hours in overcoming the acceptance of rampant functional illiteracy.

11. Continued services.

Continued services exist in the new LSCA and JPTA grants for the next year. Eventually, it is logical and absolutely necessary that the Sheriff's Department adopt and fund the ABE[2] projects. However, for the next year we will continue to reach as many inmates as possible at or below the GED level and also, since there are no other programs, ESL[1] students will be primarily at the Men's Correctional Center and Women's Correctional Center facilities.

[1]ESL - English Second Language

[2]ABE - Adult Basic Education

12. Sharing Information.

It is difficult to share solutions to specific problems with jail programs since each jail system is designed differently and the viewpoint of each Sheriff is different. However, it can be generally stated that success to a program's operation will come when the staff, or at least heads of staff, view the project as their own.

Assignments of deputies as liaisons, consulting deputies on operational procedures, and giving credit for assistance are the elements of a cooperative system. For instance, getting a sergeant assigned to one's program is definitely a top-down action, and about the only approach to having it repeated is to cite a precedant. But that is the kind of thing that allows the program to move ahead.

Generally speaking, groups must be kept small and supervision that would be restrictive in a civilian setting must be constant. Dead Man Walking, Games Criminals Play, and The Criminal Personality should be read.

13. Subjective evaluation.

Overall, I think the program was a great success. The level of literacy among the inmates was higher than we thought would be the case. However, the members of pre-GED inmates was around 60%, the figure originally estimated for incarcerated functional illiterates. The derivation of the 60% was a subjective process, typical of the unique type of problem encountered in the jail environment and worth explaining:

The inmates working on their GED skills were being "caught" by the deputies searching past records and discovering statements by inmates to the effect that they had highschool diplomas. The inmates then confessed that the statement was false and a ploy to get a "softer job." To solve this problem, we ascertain the level of achievement regardless of past diplomas or certificates and give priority to those with the lowest scores.

One to one tutoring is undoubtedly the best method of teaching whether the tutor is an inmate or free. The civilian tutor has an advantage, inherent respect from the inmate. Inmates have little respect for themselves or their kind. We have no civilian tutors at the Men's Correctional Center at the present time, although we have had one or two at a time in the past. The 52 miles of narrow and curvy road discourages outside participation. Also, we can only work during day hours. Therefore inmate tutors are used in more than one class. Math is the most difficult subject for the students and the easiest to teach therefore we are starting a traditional math class as soon as possible. This will free up most tutors for

Use additional pages for any section, as necessary.

14. Signature Cris Tyden by gh

13. Subjective Evaluation cont'd.

more individualized work.

The Women's Correctional Center situation is entirely different. The success at this facility lies almost totally in the writing class. Due in part to the relatively plush surroundings, the full schedule of activities, and the addiction to the many color TVs, the motivation to learn is very low. Most of the tutors are women and due to the convenient location, night-time tutoring approval, and pleasant surroundings, there are more tutors than sincere students. Female inmates will sign up for instruction because their friend did and not emerge from the dormitory because of a favorite T.V. show, or feign interest in hopes of "approval" by anyone presenting the program. The site commander, Lt. Horsely, is very pro-education and is helping to facilitate a solution to the participation problem.

The writing project at the Womens Correction Center is our biggest success story due to efforts of one volunteer. Whether Darci Fallon's enthusiasm or the idea that one's view through uncensored creative writing appealed to the women, the project was such a popular item that choosing who could participate became a moot point. We have two classes planned for the future.

The final aspect of our successes is the ESL[1] group. These inmates seem to be more motivated, probably because of the obvious advantage of knowing that this is, to them, a foreign language. We work 7 hours a day with a class of ten, 4 days each week. The advances are rapid.

I provide the materials and preside over the class. I have a bilingual native speaker to handle the exercises and explain subtleties. It is necessary to have a backup and to handle unexpected discharges or inmate transfers.

All of the foregoing phases of the program will culminate in what may be a very important and unique service; the Prerelease Interview. In a few days we will begin conducting the first series of interviews and attempt a follow-up.

Tracking a released inmate is always difficult since most of them travel secretly, pursuing criminal activities and drug abuse. However, with concrete plans for legitimate vocations and training being offered, I think a new trend is in the offing.

LOCAL HISTORY

Modoc County Library

Heritage Articulation Program

Total project period: October 1, 1984 - September 30, 1985

Project Director: Betty Chism

Modoc County Library
212 W. Third St.
Alturas, CA 96101
Tel. (916) 233-3939

Programs were developed to stimulate senior citizens to use the library and oral history videotapes were prepared of county pioneers.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits			$ 435.50	$ 435.50
b. Materials: books and other print formats	1000.00	$ 87.73	15.95	1103.68
c. Materials: audiovisual formats and microforms	10870.00		15.00	10885.00
d. Contract services	9000.00		2000.00	11000.00
e. Other operating expenses	11030.00		1300.00	12330.00
f. Equipment other than audiovisual				
g. Equipment: audiovisual	7100.00		1200.00	8300.00
h. TOTAL	$ 39000.00	$ 87.73	$ 4966.45	$ 44054.18

#10. PROJECT ACCOMPLISHMENTS:

A. Did Project Realize It's Goals? ABSOLUTELY. HERITAGE EXCEEDED ALL PROJECT EXPECTATIONS REGARDING LONG-TERM SERVICE TO MODOC COUNTY AND COMMUNITY AWARENESS OF UPDATED LIBRARY SERVICES. VIDEOCASSETTES OF ORAL HISTORY INTERVIEWS HAVE BEEN COMPLETED AND ARE NOW UNDERGOING FINAL EDITING. PROJECT GOAL CALLED FOR INVOLVEMENT OF 50 CLIENTS. THE HERITAGE PROGRAM HAS BEEN ABLE TO INCLUDE 65 CLIENTS IN THE COLLECTION OF ORAL HISTORY INTERVIEWS.

LARGE-PRINT BOOKS AND BOOKS RECORDED ON AUDIO-CASSETTES ARE NOW AVAILABLE AT THE MODOC COUNTY LIBRARY. THIS ADDITION TO EXISTING LIBRARY MATERIAL IS A PART OF THE 'IMPROVED AND EXPANDED LIBRARY SERVICES' TO THE ELDERLY AND DISABLED.

THE 'Books on Tape', (audiocassettes), were slow to gain acceptance among the clients they were primarily provided for. It was explained to me by a Senior Outreach Worker that the older clients sometimes feel that using this proves they are old and dependent. But she explained that what prevents most persons from using an "aid" is simple vanity, Fear of how it might be interpreted by their peers is an often quoted excuse. Circulation of 'Books on Tape' showed no regularity until the middle of the fourth month they were available. The use of recorded materials has continued to increase.

There are 151 'Books on Tape' available continuously at the Modoc County Library. Additional titles are available by the hundreds from our supplier of 'Books on Tape', Variety Audio Inc. This organization is part of the San Jose Library system.

There are 288 Large Print Book titles now in circulation through the Modoc County Library and it's branches. Others are on order through standing-orders with Thorndike Press. The Helen Flournoy Auble Fund, established after the death of a local resident, provided donations restricted to use for Large Print books. This will help increase our selection.

Circulation of Large Print and Recorded books has increased. These materials have brought people back who had ceased to use the library due to visual problems which made use of standard print materials impossible. Physical handicaps which prevent some clients from turning print book pages are surmounted by 'Talking Books' and "Books on Tape".

Patrons using the recorded materials are certified by their physician, optometrist, or health care professional as being unable to make use of printed materials. The clients now select books on listening cassettes. They are able to enjoy literature in spite of visual or physical limitations.

The Heritage Program is also used by Mercy Modoc Home Care, a local service providing care to homebound Modoc residents. Special equipment and materials are provided by the Heritage Program to assist care-givers attempting to keep

elderly and handicapped clients "in touch" with a world outside themselves.

The Modoc County Library Heritage Program is also a resource for the Modoc County Senior Center, Mercy Modoc Medical Center, Warnerview Convalescent Hospital, and Modoc Work Activity Center.

Free home delivery, available to homebound clients of the Modoc County Library, is made by the Heritage Program staff, neighbor-volunteers, friends and relatives of the client, and local community service organizations/centers.

The Heritage Program has increased library awareness in the community. In this county, there are no learning centers after High School. The library is the sole provider of additional information/education. The use of the library as a reference resource and study aid has been recognized by residents.

Additional resources on aging have been added to the Modoc County Library and Modoc County Schools Media Center. Included is a videocassette series, "Old Enough To Care", containing six-fifteen minute programs on 'aging' to High School students with dramatic recreations of student/Senior citizen interaction. The purpose of this series is to overcome misconceptions and stereotyping of the elderly. This series is approved by American Association of Retired Persons.

An audio-cassette series, entitled "Aging - A new look", is also available to schools and the community. These cassettes are part of a program to educate others about the aging process, and what common beliefs are real and which are myth.

The magazines "AGING", "PREVENTION", and "MODERN MATURITY" are now available. Material on Alzheimers Disease has been added to the library shelves. Mercy Modoc Medical Center has offered us use of their extensive video library to use in public information programs on issues of interest and importance to the community.

Their inventory includes material on Parkinsons disease, Care of Elderly, Alzheimers disease, and subjects which can assist the elderly in their own care.

An important aspect of this project has been the video taping of Oral Histories with senior residents of Modoc County. Among them are people who remember the Cavalry troops at Fort Bidwell and witnessed Man's first step on the surface of the moon.

Young people are able to hear of life's struggles first hand, learn skills which are forgotten in our modern times, and develop a new appreciation for the human history that has made Modoc County unique. It is thanks to modern technology that now those memories and experiences are captured for future generations.

More than forty-five individuals have been interviewed by an enthusiastic army of twelve volunteers. In many cases,

these interviewers are students. Additionally, after viewing the tapes, eight other technicians have volunteered as consultants.

Community involvement and recognition of the importance of human experience are the most valuable elements of the video taping of oral histories.

Continuation of this project will assure us that, at least in Modoc County, the importance of the past is well understood.

The Oral History Interviews have been completed except for final editing procedures. This editing was to be done by Lassen College as an in-kind service. Due to financially related problems at that institution, Lassen has withdrawn this in-kind service. We have been able to secure these services through the University of Nevada Reno. This has led to expenses unforeseen during the proposal stage of this program.

A variety of areas in Modoc County were video-recorded. Interesting interviews about the Highgrade Mining District, Hayden Hill, Stone Coal Valley, etc. have been collected.

#11. CONTINUED SERVICES:

The Large Print book selection will continue to expand due to contributions made to the Helen Flournoy Auble Large Print Book Fund. Purchasing of Large Print selections will be regulated by staff of the Modoc County Library.

The "Books on Tape" and Talking Books will continue to be received and circulated by the Modoc County Library. The cataloguing, shelving, and book lists will be maintained by volunteers. Funds will be sought within the community and through additional funding resources; community foundations, corporate foundations, and other funds as available.

The Oral History interviews will continue as funding is obtained. This funding is being sought through community support and proposals to outside funding sources.

Completed videocassettes will continue to be available for circulation through the Modoc County library and it's branches. Branch libraries have been provided with video-players and monitors to further this service.

Special equipment needed for recorded materials will be available through the Modoc County Library and it's branches.

Most home delivery will continue. At present, most home deliveries are made by friends, relatives, and neighbors of patrons using special materials. Other methods of delivery available are library staff, community home care services, local Health Department, etc. Some library deliveries will be stalled until funds for mileage are obtained.

No services have been dropped. All services are planned to continue. Funding for continuation will be minimal. These funds should come from the community and through fundraising techniques, including proposals for grants.

Future funding for continuation of the project will be applied for through proposals to funding sources. Continued funding is necessary for the following:

BOOKS ON TAPE (Audio-recorded Material)...	$500.00 YEAR
MILEAGE/Delivery.....	700.00 YEAR
/Collection of History.....	1500.00 YEAR
TELEPHONE.....	800.00 YEAR
COPIER.....	500.00 YEAR
SUPPLIES.....	600.00 YEAR
VIDEO-CASSETTES..(Blanks).....	1000.00 YEAR
EQUIPMENT (Care/Repair).....	1500.00 YEAR
EDITING SERVICES....@ $75.00 per hr.....	2000.00 YEAR
APPROXIMATE:	9100.00 YEAR

#12. SHARING INFORMATION: (Publicizing project activities)

Was publicity carried out as proposed?

YES. AN EXTENSIVE PUBLICITY CAMPAIGN WAS USED DURING THE ENTIRE PROGRAM YEAR. ALL FORMS OF MEDIA AVAILABLE WERE UTILIZED. FOLLOWING IS A LIST OF SUPPLIERS OF FREE PUBLIC SERVICE ANNOUNCEMENTS FOR THE HERITAGE PROGRAM:

Radio Stations

1. KARZ-AM Radio
   Burney, CA 96013

2. KCNO-AM Radio
   Lakeview Hwy.
   Alturas, CA 96101

3. KTMT-Stereo Radio
   1440 Rossanley Drive
   Medford, OREGON 97501

4. KQIK-Radio
   Hwy. 395 North/Box 46
   Lakeview,OREGON 97630

Television Stations

1. KIXE-TV Channel 9
   P.O. Box 9
   Redding, CA 96099

2. KOLO-TV Channel 8
   4850 Ampere Drive
   Reno, NEVADA 89502

3. KOTI-TV Channel 5
   239 Main Street
   P.O. Box 2K
   Klamath Falls, OREGON

4. KRCR-TV Channel 7R
   2770 Pioneer Drive
   Redding, CA 96099

5. KTVL-TV Channel 10
   Rossanley Drive
   Medford, OREGON 97501

Newspapers

1. HERALD & NEWS
P.O. Box 788
K. Falls, OREGON 97601

2. MODOC COUNTY RECORD
201 W. Carlos Street
Alturas, CA 96101

3. SISKIYOU DAILY NEWS
309 S. Broadway
Yreka, CA 96097

4. SUPERSAVER ADVERTISER
1011 Fourth Street
Yreka, CA 96097

5. TULELAKE REPORTER
P.O. Box 846
Tulelake, CA 96134

6. TODAY'S SENIORS
(Monthly supplement in Herald & News with info for seniors.)

Was it successful in providing continuing information about the project to the client group?
YES. THE INFORMATION HAS REMAINED CONTINUOUS THROUGHOUT THE PROGRAM YEAR. METHODS USED TO REACH CLIENT GROUP ARE:

A. Brochures....(First circulated July, 1985),
B. Newspapers...(Siskiyou Daily News, Siskiyou County; Supersaver Advertiser, Siskiyou County; Modoc County Record; Tulelake Reporter, Tulelake, CA; Herald & News, Klamath Falls, OR.)
C. Radio.....(KCNO-AM, Alturas, Modoc County; KARZ-AM Burney, Lassen County; KQIK-FM,Lakeview, Oregon; KTMT-FM Stereo Radio, Medford, Oregon)
D. Television..(KTVL-TV Channel 10, Medford, OR; KOLO-TV Channel 8, Reno, NV; KOTI-TV Channel 5, Klamath Falls, OR; KRCR-TV Channel 7R, Redding, CA; KIXE-TV Channel 9, Redding, CA.)
E. Posters and flyers.....used on a wide scale to notify public of upcoming events, new books or recorded materials, etc.

To The local population at large? If not, why not?

YES. WE HAVE USED THE GENERAL PUBLIC AS DISTRIBUTORS OF INFORMATION TO OUR CLIENT GROUP. ADVERTISING IS DIRECTED TO THE LOCAL POPULATION INFORMING THEM OF AVAILABLE SERVICES FOR THE HANDICAPPED AND ELDERLY. THEY ARE ASKED TO NOTIFY THOSE PERSONS THEY KNOW WHO MAY BE UNABLE TO READ THE ARTICLES IN THE NEWSPAPER OR WHO MAY HAVE MISSED BROADCAST MESSAGES. THE RESIDENTS HAVE RESPONDED AND MANY ACCEPT RESPONSIBILITY TO SEE THAT THE NEEDS OF THE CLIENT GROUP ARE MET THROUGH PICK-UP AND DELIVERY OF MATERIALS FOR THEM.

What efforts have been made to share information about the project with the rest of the state and nation.

AN ARTICLE ABOUT THE HERITAGE PROGRAM HAS BEEN SUBMITTED TO 'AGING' MAGAZINE, PUBLISHED BY THE U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES.

ADDITIONAL ARTICLES ARE BEING PREPARED FOR SUBMITTAL TO PUBLICATIONS OF INTEREST, (WESTWAYS, TODAY'S SENIORS, MODERN MATURITY, ETC.)

What further efforts will be made now that the demonstation period has concluded?

1. ARTICLES BEING PREPARED WILL BE SUBMITTED.
2. VIDEO HISTORIES WILL BE TELEVISED WHENEVER POSSIBLE.
3. PRESENTATION OF FINAL PRODUCTS TO INTERESTED GROUPS UPON REQUEST.
4. CIRCULATION OF FINAL PRODUCT TO PUBLIC THROUGH LIBRARY.

Can or should the project be replicated in other areas of California?

YES. THE NEED FOR LARGE PRINT AND RECORDED MATERIALS FOR THE ELDERLY AND HANDICAPPED IN OUR STATE IS OBVIOUS. AS THE POPULATION OF SENIOR CITIZENS INCREASES, THE NEED FOR SPECIAL MATERIALS TO SURMOUNT IMPAIRED VISION INCREASES. CLIENTS WITH PHYSICAL OR VISUAL LIMITATIONS WHICH RESTRICT THEM FROM USE OF STANDARD PRINT MATERIALS ARE ABLE TO HEAR THEIR BOOKS ON A RECORDED CASSETTE. INFORMATION FOR/ABOUT THE ELDERLY AND HANDICAPPED NEED TO BE ADDED TO LIBRARY SHELVES.

THE COLLECTION AND PRESERVATION OF LOCAL HISTORY IS A MISSION OF REAL PURPOSE. CATCHING THE RETREATING HISTORY OF MANY SMALLER, SEEMINGLY UNINTERESTING AREAS OF CALIFORNIA IS A REWARDING EXPERIENCE. AS PEOPLE START TO TALK ABOUT THEIR BEGINNINGS THROUGH ORAL HISTORY INTERVIEWS, IT IS EVIDENT THAT MUCH OF THE HISTORY OF CALIFORNIA HAS GONE UNNOTICED. IT IS VITAL THAT WE COLLECT AND PRESERVE THESE PORTIONS OF OUR STATE HISTORY TO HELP ROUND OUT THE PICTURE OF CALIFORNIA BEGINNINGS AND PROGRESS.

Have you assembled a handbook or set of guidelines for others to follow in this replication.

NO. GUIDELINES WHICH WERE FOLLOWED ARE AVAILABLE UPON REQUEST. IF REPLICATION OCCURS IT WOULD BE BEST IF GUIDELINES WERE SHARED IN OPEN COMMUNICATION. THIS WAY, BOTH THE REPLICA AND THE 'HERITAGE PROGRAM' CAN GAIN FROM EACH OTHERS IDEAS.

#13. SUBJECTIVE EVALUATION:

THE MAIN CHANGE I WOULD MAKE WOULD BE TO ESTABLISH A RELATIONSHIP WITH THE PROGRAM ADVISOR FOR MY PROJECT. I DID NOT DO THIS EARLY IN THE PROGRAM AND I AM CERTAIN MUCH MORE COULD HAVE BEEN ACCOMPLISHED IF I HAD USED MY RESOURCES AT

THE STATE LIBRARY MORE WHEN I WAS IN DOUBT ABOUT THINGS.

IF I COULD GO BACK TO THE BEGINNING OF THIS PROJECT, I WOULD IMMEDIATELY ESTABLISH AN ADVISORY BOARD. I WOULD BE FAR MORE SELECTIVE ABOUT SOLICITING MEMBERSHIP. I WOULD ASCERTAIN THE SINCERITY OF PROSPECTIVE MEMBERS AND WOULD RECRUIT THEM FROM BUSINESSES OR PROGRAMS WHICH HAVE INTERESTS MORE ALIGNED WITH HERITAGE.

I WOULD SEEK MORE ADVICE FROM PEOPLE WHO HAD PREVIOUS EXPERIENCE WITH AN LSCA FUNDED PROGRAM. I WOULD HAVE LEARNED WHICH PRINCIPLES WORKED BEST FOR THEM IN SETTING UP A PROGRAM OF THIS TYPE.

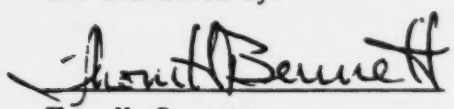
I WOULD KEEP ONGOING NOTES ON THE PROGRAM DURING THE FIRST PROGRAM YEAR TO HAVE ACCESS TO SOLUTIONS WHICH HAD BEEN EFFECTIVE IN RESOLVING EARLIER ISSUES.

I WOULD HAVE BECOME MORE INFORMED ABOUT THE EQUIPMENT WE WOULD NEED. I WOULD HAVE BEEN MORE AWARE OF WHAT TO PURCHASE. THE TELEVISION MONITORS WHICH I PURCHASED FOR THE HERITAGE PROGRAM HAD PUSH-BUTTON OPERATED CHANNELS. THE DIAL TYPE OF CHANNEL SELECTOR IS EASIER FOR SOMEONE WITH ARTHRITIS TO USE.

I WOULD LEARN MORE ABOUT FUNDRAISING BEFORE RELYING ON RAFFLES AS AN ADDITIONAL SOURCE OF FUNDING FOR THE PROGRAM. RAFFLES WERE TOTALLY IMPRACTICAL.

ESTABLISH AN INFORMATION/COMMUNICATION NETWORK WITH INDIVIDUALS WHO HAVE JOBS OR EXPERIENCE IN RELATED FIELDS OF INTEREST, OR AREAS WHICH MAY BE PURSUED IN THE FUTURE.

This FINAL REPORT was written and submitted by:



Thom H. Bennett
Coordinator/HERITAGE
212 W. Third Street
Alturas, CA 96101

(916) 233-5316

LOCAL HISTORY

Riverside City and County Library

Cooperative Local History Project

Total project period: October 1, 1984 - September 30, 1985

Project Director: Judith Auth

Riverside City and County Public Library
3581 Seventh St.
Riverside, CA 92502
Tel. (714) 787-7211

The project identified and organized local history materials in the county library, county museum and county historian's office.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits	60,573		8,345	68,918
b. Materials: books and other print formats				
c. Materials: audiovisual formats and microforms				
d. Contract services	6,181			6,181
e. Other operating expenses	18,832		1,733	20,565
f. Equipment other than audiovisual			7,439	7,439
g. Equipment: audiovisual				
h. TOTAL	85,586		17,517	103,103

Riverside City and County Public Library

Cooperative Local History Project

Final Report

10. Project Accomplishments

The accomplishments of the 1984-1985 Cooperative Local History Project are the identification and cataloging of local history materials to allow a much greater level of public access; the preservation of rare and valuable materials through the use of conservation-safe methods; increased staff and public awareness of the existence and relevance of local history materials, and the devising of a unique and comprehensive photograph cataloging system.

A major benefit of the project was the identification and cataloging of local history materials not previously clearly identified as being of local history interest. The original estimate of 1500 books to be cataloged as local history increased to 4,000 books which were cataloged on OCLC and MARION by project staff. The original goal of cataloging and organizing 4,000 pamphlet items was reached and surpassed with more than 9,000 local history pamphlet items and news clippings cataloged and organized.

The preservation of rare and valuable local history materials through conservation-safe methods and with the purchase of archival supplies made available through funds from the grant was a major benefit to the participating locations. By preserving these materials access to them is allowed for future generations. More than $8,000.00 was spent for archival supplies such as acid-free file folders, envelopes, storage containers, and equipment for encapsulating valuable historical items (See Attachment #9). These funds also enabled the placement of Riverside City and County directories from 1889 to 1966 on micro-fiche allowing easier access to the information in the directories as well as better preserving the rare and valuable directories (See Attachment #11 for a listing of the Riverside City and County directories placed on micro-fiche). In addition several local history items that dated back to 1870 were sent to a paper conservationist for special care (See Attachment #10 for a listing of local history items sent to Leslie Kruth). Ms. Kruth was recommended to the project staff by the Curator of History at the Riverside Municipal Museum and by the Instructor in Conservation in the Historic Resources Program at the University of California, Riverside. She is a member of the American Institute of Conservation and was the only qualified paper conservationist with the required laboratory facilities in the Southern California area available for this project. She previously worked as a paper conservationist at the Fogg Art Museum in Boston, the Los Angeles County Art Museum, and the De Young Art Museum and Palace of Fine Arts in San Francisco.

In addition, each location visited now has a separate section in its pamphlet files designated as local history. The collections are arranged according to a sixty-four page Master Subject Heading List for Riverside County local history pamphlets developed in the first quarter of the project and expanded during the remaining year. The materials are stored in a conservation-safe

manner. A listing of actual pamphlet holdings at each location has been made and copies provided for the staff at the location. Each of the participating twenty-eight locations also has a copy of the Master Subject Heading List with initials of the locations holding materials under each specific heading, providing county-wide access to local history materials in pamphlet format. Pamphlet materials and newspaper clippings have been placed in acid-free filefolders and labels typed on the folders with appropriate subject headings. Clippings were backed on acid-free bond paper on which the subject headings, sources and dates were typed (Please see accompanying Master Subject Heading List).

Local history maps which were in danger of severe deterioration have been encapsulated in Mylar. Four hundred and fifty maps have now been adequately prepared to be handled during cataloging on OCLC during the second year of the project without danger of damage to the maps.

An especially gratifying effect of the project has been the increased staff and public awareness of the existence and relevance of local history materials housed in the participating locations. Most of the branch librarians have rearranged book stacks so that all of their local history books are now shelved as a collection and comments from library staff indicate that patron recognition and use of local history materials has increased.

Project staff noted several collections and unique items that are of special public interest in particular locations. Collections of unique interest were featured in the brochure published in September, 1985. These collections include an extensive Native American book collection at the Arlington Branch Library; a comprehensive clipping collection of local social unrest at the Casa Blanca Branch Library; a large collection of desert-related topics especially at the Indio and Lake Tamarisk Branch Libraries (including manuscripts about the Desert Training Center where more than a million men trained under General George C. Patton in World War II); and many special subject collections at the Riverside Municipal Museum. (Please see Attachment #12 for a listing of rare local history items arranged by the project staff in the vault of the Central Library).

A major accomplishment was the devising of a unique and comprehensive photograph cataloging system. At the request of the Riverside Municipal Museum, where the bulk of the local history photographs in the project are housed and with the support of the project's professional advisory committee, it was decided to complete extensive cross-indexing for each photograph to provide the patron with more complete subject access. With the recruitment of volunteers to provide clerical support for the photograph cataloger, 1,989 historical photographs were completely cataloged from February to September. In addition, photograph "browsing books" were made of the 1,300 photographs at the Central Library. Photocopies were made of each photograph and arranged by main subject entry to provide a first access point to the public and to better preserve the original print (Please see Attachment #7 of the Second Quarterly Report for a detailed description of the Local History Photograph Cataloging System).

11. Continued Services

The Riverside City and County Public Library has made a commitment to continue activities that support the goals of the Cooperative Local History

Project. Riverside County Local History books will continue to be cataloged as Local History on both OCLC and MARION through the Technical Services Department at the Central Library. The Master Subject Heading List for Pamphlet Material has been placed on a disk accessible through the Library's word processing system. Deletions or additions in subject headings may be made by forwarding the information to the Local History Librarian at the Central Library, thereby retaining the integrity and currency of the listing. The Local History Librarian at the Central Library may also act as a system-wide consultant in the use of archival supplies. Archival supplies to ensure the continued preservation of historical materials may be ordered through the Purchasing Department of the Library.

12. Sharing Information

Sharing of information about local history collections in the participating collections has been accomplished through public presentations and meetings, local history workshops, the publishing of a brochure, the publishing of a master subject heading list for pamphlet material, the cataloging of materials on OCLC and MARION, and through formal and informal contacts with historians and researchers as well as librarians in the Inland Empire area. News releases have also been distributed.

Public awareness of the collections has increased not only through the greater visibility and more accessible arrangement of the local history collections, but by public presentations made by staff to local organizations and through letters about the project sent to 212 local organizations. Presentations have been made to elementary school children, historical societies, business and professional groups, and other local service organizations. Several service club members have responded by donating local history items, such as business cards, photographs, scrapbooks, etc. Also, representatives from twelve historical societies attended the local history workshops held in September.

Three local history workshops were presented at three locations throughout Riverside County (Riverside, Indio, Hemet) to 125 neighboring special, public, school, and university librarians and interested members of local historical groups (See Attachments #4 through 6 for detailed information about the workshops). The workshop speakers were acknowledged experts on the subject of local history and handouts were extensive. (Please see accompanying sample).

A twenty-four page, illustrated brochure describing the collections in the participating agencies was published in September (See Attachment #2 for sample brochure). Copies of the brochure were distributed to participating agencies, to the Riverside County Historical Commission, the Riverside County Free Library Advisory Committee, the Local History Professional Advisory Committee, public and academic libraries throughout California and to genealogy societies and historical societies and archives throughout California. Brochures were also distributed at the local history workshops (See Attachment #3 for distribution of the 5,000 copies of the brochure).

News releases about the project were sent to newspapers, radio stations, television stations, and to library, museum and historical society

newsletters and journals (See Attachment #7 for a copy of the news release and Attachment #8 for distribution of the release).

13. Subjective Evaluation

Before this project began most local history materials were uncataloged and largely inaccessible to scholars, researchers, historians, and members of the public. Much of the rich history of the county represented by the valuable primary and secondary resource materials in the locations participating in this project is now identified, preserved, and accessible to users. There is now finally a collective knowledge of the extent of Riverside County local history resources in these locations allowing a much more efficient and comprehensive retrieval of information needed for local historical research.

The project raised the level of consciousness about local history and it encouraged people to regard the materials as a finite resource which must be preserved for the future.

A meaningful assessment of the project must take cognizance of some major obstacles to completing the project's objectives. The collections at almost all the locations (including the Central Library, the Riverside Municipal Museum and several branch libraries) were found to contain a much greater volume of materials than originally estimated in the grant application. More time than estimated was necessary in order to properly survey the collections, and to preserve, arrange and catalog them. The 9,000 pamphlet items in the collections were especially time-consuming. Also the project commenced on November 2, 1984, rather than on October 1, 1984, due to delayed recruitment of staff. It was difficult to locate a qualified Cataloger as the original cataloging of non-book materials on OCLC is a highly specialized and rare skill and the position was part-time. It was not filled until February, 1985.

In spite of the twin obstacles of under-estimation of the volume of materials and late staff recruitment, most of the objectives of the project have been met, if not surpassed (See Attachment #13 for the Statistics Gathering Sheet). There now exists significant local history collections in the twenty-eight participating locations which are linked together by finding aids (the brochure, the Master Subject Heading List, and the RCCPL MARION/OCLC databases) that allow extensive access to important local history materials.

14. Signature Patricia M. Gudvin

TECHNICAL SUPPORT

Metropolitan Cooperative Library System

Serial Access Project

Total project period: April 1, 1983 - September 30, 1985

Project Director: Eleanore Schmidt

Metropolitan Cooperative Library System
2235 N. Lake Ave., Suite 106
Altadena, CA 91001
Tel. (818) 798-1146

A regional list of 12,000 serials in the 28 system member libraries was developed on computer data base and published.

	Total LSCA funds, all years (1)	Other funds expended (2)	Value of in-kind contribution (3)	Grand total program costs (4)
a. Salaries and benefits		1,900	99,422	101,322
b. Materials: books and other print formats		6,950		6,950
c. Materials: audiovisual formats and microforms		920		920
d. Contract services	48,000	8,807		56,807
e. Other operating expenses			4,960	4,960
f. Equipment other than audiovisual				
g. Equipment: audiovisual				
h. TOTAL	48,000	18,577	104,382	170,959

10. Project accomplishments

The overall goal of the project was improved access to the serial holdings of the 28 MCLS member libraries. Prior to this project, access to MCLS serials had been through the California Union List of Periodicals (CULP) and a hard copy spin-off of MCLS holdings. Both were characterized by three major deficiences: 1) a lack of currency (which is a problem with any list published annually); 2) bibliographic inaccuracy and a lack of adherence to nationally established standards (i.e. AACR2, MARC format and the ANSI Standard for Serial Holdings at the Summary Level); and 3) a lack of defined scope.

To achieve the goal of improved access the following objectives were adopted:

1. to adopt and apply uniform definitions and standards for materials included in the serials list and to upgrade and prepare over 15,000 titles for conversion by OCLC;
2. to convert over 15,000 serial titles held by MCLS libraries into an online union list via OCLC.

The project's goal and both objectives were accomplished, albeit not entirely according to the plan set forth in the project proposal. The 18,000 title union list produced by the project surpassed the proposed objective to convert 15,000 serial titles and represents a more complete listing of MCLS periodical holdings.

An evaluation of our present OCLC-generated union list by the MCLS Serials Advisory Committee and users of the union list in member libraries validated the achievement of the project's goal to improve access to the serial holdings of the 28 member libraries.

In summary, the benefits to MCLS member libraries and their patrons are:

- an online union list of periodicals reflecting monthly updates
- much more accuracy than CULP
  - bibliographic accuracy
  - complete records in MARC format
  - holdings accuracy
  - comprehensive cross-referencing
- subject access (which we never had before)
- improved interlibrary loan efficiency
- offline products which can be customized to local needs
  - hard copy
  - microfiche
  - magnetic tape
  - for entire system
  - for individual library
- assured continuation in future

11. Continued services:

All of the services developed by the project are being continued. The services are: a) the maintenance of the serials database online reflecting monthly updating; b) the semi-annual production of offline products (microfiche, hardcopy and magnetic tape) as ordered by MCLS and/or individual libraries; and c) support services.

a. The maintenance of the database online is the responsibility of the local library. Those libraries with OCLC terminals in-house (22 libraries) update their own records and input records for new titles, which the MCLS Serials Editor has checked for accuracy and completeness and approved for input. For those libraries without OCLC terminals or dial access (6 libraries), MCLS serves as the union list agent. The ongoing maintenance costs are borne entirely by the local libraries and are modest.

Representative costs for maintaining the union list online are as follows:

for a library with 300 records	$17.00 annualy
for a library with 1,000 records	61.00 annualy
for a library with 18,000 records	1100.00 annualy

The total annual direct costs borne by the 28 local libraries are approximately $2,060.

b. Offline products (microfiche, hardcopy, and magnetic tape) are produced as requested by MCLS and/or individual libraries. For the MCLS Union List, MCLS has paid the following costs:

Production costs (for each semi-annual edition)	$1,800.00
Microfiche copies (45 copies @ 2.90 each)	130.50
Hard-copy master (1 union list, 1 subject index)	187.00
Duplication of hard-copy (3 vol. set - spiral bound) (32 copies @ $90.00 each)	2,880.00
	$4,997.50

Ten libraries have purchased locally customized print lists, and several libraries have expressed an interest in obtaining a magnetic tape in order to load their periodical holdings into an existing on-line catalog.

c. The support services required to carry on the project continue as needed. The System (MCLS) continues to coordinate the union list project. This involves extablishing and monitoring policies and procedures; administering quality controls and providing training. OCLC continues to provide technical assistance as needed.

12. Sharing information:

The publicity plan as set forth in the project was implemented.

- Within MCLS member libraries the project was highly visible in that it required the cooperation of staff at all levels with various expertise: clerical and professional; reference, technical services and administrative staff. Information about the project was made available in the MCLS Administrative Newsletter, and at Administrative Council and System Advisory Board meetings.

- Other cooperative library systems in California were informed of the project through reports at the Reference Coordinators' semi-annual meetings, presentations at two annual Congress of Public Library System meetings, and the distribution of free microfiche copies of the Union List in February 1985.

- The California Library Services Board heard a presentation about the project at its February 1985 meeting.

- Staff in other California libraries (special, academic and public) learned about the project in a talk given by the Project Consultant at CLA in November 1985.

- OCLC libraries state-and nationwide learn about the California Group for Serials Access (CGSA) Union list when they search the OCLC Online Union Catalog for serial locations. For OCLC users the product has its own built-in publicity.

- Efforts to publicize the project and promote the use of the products will continue. Updates will appear in the MCLS Newsletter Metrodata, which is distributed to staff in member libraries, to other systems in California, to members of the System Advisory Board, and members of the California Library Services Board.

13. Subject evaluation:

The project's major success was (and continues to be) greatly improved access to the serial holdings of the 28 MCLS member libraries. The online union list and its offline counterparts are significantly more current, more accurate and more complete than its predecessor (the spin-off of MCLS holdings from CULP). Please see section 10 (Project Accomplishments) for an overview of the benefits provided by the present union list.

While the project did not experience any failures in relation to achieving the proposed objectives, it did encounter some major problems. All were unanticipated and probably unavoidable given MCLS' lack of expertise and OCLC's lack of experience with a project based on the conversion of an existing union list of poor quality.

The major problems were:

a. unrealistic timetables;

The initial timetables were based on the optimistic predictions of a system staff which had never worked on a project of this nature and had no idea of the multitude of delays, details, and difficulties which would be involved. OCLC Pacific, the principal technical advisors on the project design, had no previous expertise with a conversion of this type, and so did not attempt to dissuade MCLS from the timetables suggested in the proposal. It is to be hoped that OCLC will caution anyone seeking to undertake a similar project to be more realistic in estimating the amount of time required for project completion.

b. cost overruns (i.e. shortfall of funds);

The amount of LSCA funding requested ($48,000) was based on the conversion of periodical holdings estimated to number 15,000. The final title count was slightly less than 18,000, the result of LAPL's adding almost 3,000 titles not included in the previous (1980) MCLS Union List. When the State Library denied MCLS' request for additional funding, MCLS elected to expend local funds ($8,807) to cover the short-fall rather than jeopardize the completion of the project.

c. the clean-up of 6,900 "problem records" representing 20% of the serial holdings of MCLS libraries;

The problem of the unconverted records (open/closed discrepancies, multiple hits, incomplete holdings statements, and no matching records) represented the most frustrating and complex stages of the project. While guidance and instruction were sought from OCLC, the help provided was inadequate. MCLS had to develop methodologies for resolving the various categories of problem records, train staff in member libraries, and supervise the actual clean-up process. The resolution of the problem records required considerable time and effort on the the part of system and local staff and cost about $70,000 in staff time.

Another "clean-up" problem surfaced after the first offline products were issued near the conclusion of the project. The problem

was one of issue-specific holdings information having been rounded off during the conversion by OCLC in accordance with the ANSI standard. This was not a serious problem for union listing or resource sharing purposes but represented a significant problem for member libraries wanting local lists. At no charge to MCLS or the local libraries, OCLC generously corrected over 4,500 holdings statements in time for the second edition of the offline products.

d. unrealistic estimates of the kind and amount of staff training needed to maintain the union list online;

The project proposal called for OCLC and MCLS to provide staff training, with OCLC responsible for training in online updating procedures and MCLS responsible for annual refresher workshops. While OCLC provided a sound introduction to the union listing policies and updating procedures, MCLS found it necessary to do follow-up in-house, one-on-one training for 35% of the libraries. LAPL provided training in the basics of serials and newspaper cataloging for its own staff and interested staff in MCLS libraries. OCLC also offered an excellent introduction to serials cataloging, but not until our project had been completed.

Recommendations for similar projects

a) A project like this needs a full-time project director who has a strong background in serials cataloging. Attempting to manage the project with existing staff who are not serials catalogers creates intolerable stresses and impairs the overall efficiency of project completion and of ongoing operations of the host organization.

b) If OCLC is to support similar projects in the future, it needs to improve the technical assistance provided. Specifically, it is recommended that:

1) At the national level, the Retrospective Conversion Section needs to develop clear written instructions and workforms for resolving problem records. Had written instructions and workforms been provided with the first problem records returned to MCLS, the clean-up process could have started several months before it did and a great amount of time and effort could have been saved.

2) At the regional network level, it would have been helpful had one person been assigned full responsibility for monitoring the project. As it was, MCLS had to deal with a variety of staff people, with varying levels of expertise, none of whom had a real responsibility for ensuring the success of the project.

3) At both the national and regional level, OCLC needs to be more aware of the uniqueness of each project, and needs to provide more assistance at the beginning, in project design.

c) MCLS learned much about the quality, or lack thereof, of existing serials records. This knowledge came as a considerable surprise to MCLS, as did the final number of titles in the MCLS serials database. It is strongly recommended that anyone attempting a project of this nature do extensive sampling and pretesting to determine as accurately as possible the quantity and quality of the records with which they are working.

As much of the clean-up as possible should be accomplished before the conversion process. For most libraries, and particularly those without expertise in serials cataloging, training in serials basics, AACR2, and MARC format is absolutely essential at the outset of the project.

***

In summary, this project has turned out to be one of the most difficult and challenging that MCLS has ever undertaken. System and member library staff have learned much about the management and cataloging of serials. The quality of serials records in MCLS libraries has been vastly upgraded, new attention has been given to serials collection management, and a new awareness of the need for bibliographic standards has emerged.

For the state, some eighteen thousand serials titles now exist online in the OCLC database, in full MARC format and with accurate and up-to-date holdings information for MCLS libraries. These records can be accessed by anyone using the OCLC system, for cataloging, interlibrary loan, or reference. They are ready for addition to the statewide database.

TECHNICAL SUPPORT

North Bay Cooperative Library System

Coordinated Cooperative Collection Development

Total project period: October 1, 1984 - September 30, 1985

Project Director: Henry E. Bates, Jr.

North Bay Cooperative Library System
725 Third St.
Santa Rosa, CA 95404
Tel. (707) 544-0142

The project provided staff training and policy development assistance to reduce acquisition duplications and improve new title purchases among system member libraries.

	Final reporting year			Outstanding encumbrances	Expenditure all previous years	Total of all expenditure & encumb.	Unencumbered balance
	LSCA (1)	In-Kind (est.) Other (2)	Total (3)	(4)	(5)	(6)	(7)
a.	11,590	7,500	19,090	146	-0-	19,236	2,229
b.	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c.	-0-	1,000	1,000	-0-	-0-	1,000	-0-
d.	28,740	-0-	28,740	1,768	-0-	30,508	(1,508)
e.	5,605	800	6,405	1,459	-0-	7,864	(829)
f.	-0-	-0-	-0-	-0-	-0-	-0-	-0-
g.	-0-	-0-	-0-	-0-	-0-	-0-	-0-
h.	45,935	9,300	55,235	3,373	-0-	58,608	(308)

a. Salaries and benefits
b. Materials: books and other print formats
c. Materials: audiovisual formats and microforms
d. Contract services
e. Other operating expenses
f. Equipment other than audiovisual
g. Equipment: audiovisual
h. TOTAL

(10). PROJECT ACCOMPLISHMENTS.

During the grant year the Collection Development Committee of NBC met ten times and, in addition, held two special committee meetings to work toward establishing Primary and Secondary collection responsibilities among the fourteen participating libraries. Project staff during the grant year made 65 visits to participating libraries and held two training workshops. One workshop was conducted on Code setting and interpretation of the data that was collected, and the second was a training session for local use of the software, which was used in the project, for individual member library analysis.

The Collection Development Committee met on September 30, 1985, to hear the recommendations of the Project Director on the establishment of Primary and Secondary collection responsibilities for the fourteen participating libraries (Appendix A). Over 90 subjects of Primary collection responsibilities were divided among the participating libraries, and some 50 Secondary collection responsibilities were also assigned. A side benefit of this process of identifying strong collections and heavier purchases in certain subjects was the identification of subject selectors by the subjects used in the project (Appendix B).

Also at the September 30th Committee meeting, the Committee unanimously approved a statement referred to as "Operating Conditions for Collection Responsibilities" (Appendix C). The Committee felt all of the five conditions were important for a high level of coordinated cooperative collection development; however, there were two that were even more significant. First, that a member library would make available to the other member libraries any title of circulating nonfiction in its collection. It was recognized that there had been some libraries that have been holding new books for 3 to 6 months before allowing them to circulate through interlibrary loan. The second important condition is that each library will seriously entertain recommendations from the other member libraries for purchases of materials in its areas of collection responsibilities.

The depth of subject analysis covering some 20 broad subject areas (referred to as Level 1) and a further division into 127 subjects (Level 2) has been adopted by the Committee (Appendix D). The 20 broad subject areas were the same as those used by the Illinois State Library Coordinated Cooperative Collection Development Project. The 127 more defined subjects, or Level 2, came from Sonoma County Library's subject breakdowns.

After acceptance of the Code and the subject schema, it was further agreed that the client-centered approach for analysis would be used rather than the collection-centered approach. The client-centered approach also analyzed collection size so that it had the benefits of the collection-centered approach. In the client-centered approach the library's purchasing could be compared with circulation, the availability of titles on the shelves, the number of titles held, the age of the collections, publishing output, and interlibrary loan activity.

The Collection Development Committee approved a library resources questionnaire which will be useful in locating collections of member and non-

member libraries. Included in the Directory are 51 libraries, 20 of which are members of NBC. As part of the project, the 1985 Union List of Periodicals has also been published. This is a location list for 7,217 periodicals held by 25 public, special, community college, academic, state, and federal agency libraries in the NBC service area.

Occasionally, the Collection Development Committee brought forward resolutions or recommendations to the Board for review. On March 7th, the Board approved the following statement: ..."that any member library considering discontinuation, backfile discarding or microfilm replacement of any periodical or serial titles, notify NBC headquarters (Steve Cripe)". In addition, the Committee made the Board aware of the necessity for re-examining the Last Copy Fiction Depository at the John F. Kennedy Library in Solano County.

During the period of establishing Codes and determining the subject breakdowns, the Project Assistant was busy training local library staff on the data analysis portion of the project. In some cases the various automated circulation system statistics merged well, but in others there were no useful breakdowns for the client-centered analysis. Therefore, it was necessary in some areas for samples to be done manually. For example, in CLSI, numbers are attached to statistical categories, and some categories encompass several subjects. Also, a few libraries did not have shelflists, which created more sampling work than expected. The training sessions at the individual libraries ranged from 45 minutes to 6 hours. However, once the training was completed, the local library staffs eagerly completed the data analysis, which was then fed into the NBC personal computer for further analysis. Appendix E is a sample of one of the fourteen libraries' reports. A workshop was conducted on April 17 (Appendix F) in which 30 participants learned how to interpret the data that had been compiled. In July, the Project Assistant returned to train staff members of Napa Valley College, Napa City-County, Solano County, and NBC in the procedures for data analysis, using the software as developed by the Illinois project. Solano County has continued the data gathering and analysis for their branch libraries (Appendix G).

The preliminary recommendation on major strengths and weaknesses by subject was further refined when the staff analyzed 463 NBC Interlibrary Loan requests and matched them against the cluster analysis of libraries by individual subjects. Before these assumptions on strengths and weaknesses were presented to the Collection Development Committee, they were tested on the participating libraries individually. In some cases the Director sat with the project staff; in others, it was the collection development staff, a committee, or reference librarians, etc. We attempted to involve as many staff as possible so as to gain acceptance from them. This also was accomplished by holding a workshop devoted to Code determinations and interpretation of the data which was attended by reference and collection development staff as well as library directors. The first two sessions working toward the establishment of collection responsibilities assignments were attended by library directors and staff. An NBC Coordinated Cooperative Collection Development Policy was completed after the data had been analyzed and interpreted and primary and secondary collection responsibilities assigned.

11. Continued Services.

The Collection Development Committee, as reported earlier, met ten times during the year working toward assignments of collection development responsibilities. It is expected that in the long run this Committee will monitor, modify, and make adjustments to the plan adopted on September 30. During the last month of the project, the Committee did wrestle with how or what process would be used to accomplish the further refinements and communication problems associated with the large numbers of participating libraries and subjects chosen. By the end of the project year, discussion was continuing on how to structure such a plan.

Part of the reason for the delay in putting together the mechanics that will keep the project going is that the initial analysis was delayed because the software did not arrive until the middle of January, 1985. At that time, the Project Assistant was hired. The software had to be modified to meet the uniqueness of the NBC libraries, which required about a month of work. An additional reason for the delay was that fourteen libraries participated in the data analysis and interpretation, some 50% more than was planned for in the grant proposal. At the June 19 meeting, additional time for the Project was agreed upon, and the NBC Administrator was asked to explore an extension of the grant. On October 3, the Board was informed by the Administrator that the project had been extended for six months. This time will be used to set up the mechanics for monitoring the agreements, communicating the subject selection decisions, and dtermining any changes in subject collection responsibilities. It is expected that the individual subject committees will also look at serials and reference holdings within their respective subject areas. Also during the extension, the INFO-PASS program will be introduced to some key nonmember libraries. Code setting has not been done at nine libraries, so the Project Director will be assisting local staff in developing those codes. In addition, there are a few libraries that want assistance in preparing their individual collection development policies, this will reflect the new subject emphasis based on agreements.

Last of all, we will be taking the project to the CLA Annual Conference. On November 19 the Collection Development Librarians Chapter of CLA will be sponsoring the meeting where we will share the experiences of the project with the audience. In addition, staff will be available at the all-day LSCA Project Forum to explain the program on an individual basis.

12. Sharing Information.

In addition to the CLA appearances in which we will present state-wide the success of the project, we have actively spread the word about the project within the six-county area.

The System Advisory Board, which became the advisory body for the project, suggested a press release be prepared by the staff (Appendix H) and be carried back to the individual communities by SAB members. We had three published stories as a result of that effort in the Lake County Record Bee, the Cloverdale Reveille, and the Napa Register. On February 21, at its monthly meeting, the System Advisory Board heard a presentation

about the project and accepted the introductory pages of the NBC Collection Development Policy and the methods of data collection and analysis that would be used in the data gathering phase.

At the NBCLS Annual Meeting of Trustees and Commissioners, which met on April 4, 1985, Steven Klein, a Collection Development Committee member, spoke on the process of book selection and Henry Bates talked about the project. Katie Alvord and Henry Bates appeared before the class on College and University Libraries at the School of Library and Information Studies at UC Berkeley. This was a lively session, and the students had many probing questions and excellent comments. In addition to the local appearances, the press releases, and the library school appearance, we produced two progress reports which were widely distributed throughout all levels of staff of the member libraries.

13. Subjective Evaluation.

I would like first to address the failures. The NBC Cooperative Policy Statement, which asks the governing authorities of the participating libraries to adopt the tenants of coordinated cooperative collection development, was not well received by the Board of Directors. The Collection Development Committee found the document very useful; but some Board members felt they would have trouble in explaining the document to their governing authorities, expecially some County Supervisors. This is understandable since it took over four years in the Library Council of Metropolitan Milwaukee area to get signatures from member libraries. Some Board members felt that the Joint Powers Agreements, as originally signed by the members of NBC, committed the individual libraries to cooperative programs. However, officials at Napa Valley College and Santa Rosa Junior College have signed the document (Appendix J).

Having to extend the project in order to complete it is disappointing too. The eagerness of the libraries, some fourteen of them, to participate in the project has to be applauded. This larger number of participants is a mitigating circumstance that helps explain the final product delay.

On the other hand, the project has been well received by the Board and the individual libraries that participated. Innumerable times we were told about the value of the analysis and how budgets were adjusted based on the data received. For some libraries this is the first time they have had their interlibrary loan requests analyzed, their collection analyzed by subjects, and their circulation further analyzed. Also, it was very heartening to see the number of libraries that were willing to become primary collection responsibilities libraries. The Committee meetings have been well-attended, the workshops have been enthusiastically received, the System Advisory Board has endorsed the work of the project, and the Board of Directors applauded the extension of the grant when it was announced. The participants appreciated the follow-up and the frequent checking to go from the "expressions of interest" in subjects to reaching agreements on primary

collection responsibilities. In some cases there were three visits or contacts to assure that the library was willing and able to take on additional collection responsibilities.

Use additional pages for any section, as necessary.

14. Signature John E Batel Date 11/2/85